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An examination of
data trends in
educational personnel
for Wisconsin
public schools

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2002



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for the Wisconsin Department of Public Instruction
Elizabeth Burmaster, Superintendent

Supply and Demand of Educational Personnel in Wisconsin Public Schools, 2002

Authors: Wayne H. Swanger, Ph.D., and Thomas A. Fischer, Ph.D., University of Wisconsin Oshkosh

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The advisory committee for the project included the following individuals from DPI, the University of Wisconsin, and Oshkosh Area School District.

Laurie Derse
Teacher Education and Licensing Team, DPI

Steve Gilles
Special Education Team, DPI

Joan Loock
Content and Learning Team, DPI

Francine Tompkins
Office of Academic Affairs, UW System

John Sprangers
Director of Human Resources, Oshkosh Area School District

Project assistants included:

Julie Ruck
Riley Cronic
Shannon Ferguson
Tracy Hardtke

Cover design by Julie Ruck

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Executive Summary

- The number of program completers from Wisconsin teacher training institutions decreased by 2.7% from 1999-2000 to 2000-2001. Program completers in elementary education decreased 10.5%, secondary and specialized field program completers increased 4.0%, and special education program completers decreased 1.1%.

- Attrition rates in both general and special education increased sharply from 1999-2000 to 2000-2001. The number of teacher transfers from special to general education continued to be higher than the number of transfers from general to special education.

- The number of new hires in teaching increased by 11%, continuing a trend of increases in new hires since 1996-1997. Half of the new hires were Wisconsin residents without previous teaching experience. One third of the new hires were Wisconsin experienced educators relocating.

- School district ratings of supply indicated a slight shortage of teachers overall, although not as great as the previous year. Fields with greater shortages were deaf/hearing impairment, visual impairment, agriculture, cross categorical special education, ESL/bilingual, emotional behavioral disability, reading specialist, technology education, library/media, family and consumer education, cognitive disabilities, and physical/occupational therapy.

- The number of initial and renewal emergency licenses issued in 2001-2002 increased by 6%, to 2,629. Special education accounts for 42% of the emergency license total. The number of emergency licenses has increased steadily over the last five years.

- Most school districts indicated that state and national economic and budget difficulties in the last year had an effect on hiring practices, with 41% reporting a high impact and 23% reporting moderate impact. A lesser number of school districts reported an effect on attrition and retirement.

- School districts reported that teaching areas that will be concerns over the next five years included mathematics, technology education, general science, and general special education.

- A survey of Wisconsin teacher training program completers showed these results: 70.2% teaching full-time in Wisconsin public schools, 6.9% teaching full-time in Wisconsin private schools, 7.6% teaching out-of-state, 6.9% not teaching, 6.1% teaching part-time, and 2.3% substitute teaching.

Introduction

The number of Wisconsin students in grades prekindergarten through 12 exceeded one million during the 2000-2001 school year, with 875,569 students in public schools and 148,336 students in private schools. Serving those students were 61,634 teachers, 15,036 aides, and 1,731 principals.

This is the 24th annual report of Supply and Demand of Educational Personnel in Wisconsin Public Schools. The report is in compliance with the reporting requirements of the federal Individuals with Disabilities Education Act. It also provides information for prospective job-seekers, educational administrators, institutions of higher learning, and educational policy-makers in Wisconsin.

This report is organized into nine sections: (1) Wisconsin Teacher Supply, (2) School District Survey, (3) Emergency Licenses, (4) Economic and Budget Effects on Hiring Practices, Attrition, and Retention, (5) Areas of Concern, (6) Higher Education Assisting School Districts (7) Survey of Program Completers, (8) Supply and Demand in Tribal and Native American Schools, and (9) Employment Outlook In Selected License/Subject Areas. The first section examines teacher supply based on analysis of program completer data submitted by Wisconsin teacher training programs and teacher attrition rates as submitted by Wisconsin school districts. The second section analyzes of supply and demand data collected through a written survey of Wisconsin school districts. The third section reports information pertaining to the number of emergency licenses issued, as reported by Wisconsin school districts and Wisconsin Department of Public Instruction (DPI). The fourth section includes information from a telephone survey of school districts regarding the effects of recent economic difficulties. The fifth section reports school district responses to a written survey question about teaching areas that are projected to be a concern over the next five years. The sixth section reports responses to a written survey question about how institutions of higher learning could help school districts. The seventh section reports the job status of recent graduates of Wisconsin teacher training programs. The eighth section discusses on a phone survey of Tribal and Native American Schools. The final section shows employment outlooks by selected teaching fields and by CESA district, based on ratings of supply and demand data reported in this study.

This report can be accessed via the DPI website:
<http://www.dpi.state.wi.us/dpi/dlsis/tel/research.html>.

Wisconsin Teacher Supply

Information on the supply of new teachers comes primarily from the annual reports Wisconsin's 13 public and 20 private teacher training institutions submit to DPI. These reports list the number of individuals who complete programs across educational licensure/subject areas. A program completer is defined as an individual who completed an education degree or program at a Wisconsin college or university between Sept. 1, 2000, and August 31, 2001, and is eligible to apply for a license to teach in a particular subject area and at specific grade levels. Tables 1 and 2 include the total number of program completers across licensure/subject areas for each teacher training institution in Wisconsin. Tables 3 and 4 include the number of program completers who held previous licenses. Tables 5 and 6 include the number who held no previous licenses.

Table 1University of Wisconsin System Program Completers, Total

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	Totals UW System	Totals Private	Grand Total
Elementary	57	58	99	141	158	79	45	56	124	124	89	16	117	1163	547	1710
Agriculture				2				6	18					26		26
Family & Consumer Ed				4						17	20			41	2	43
Technology Education								2			74			76		76
Business Education											1	1	21	23	14	37
Marketing Education											27		1	28		28
English/Spch/Thea/Jour	8	15	8	24	19	14	4	9	15	18		4	18	156	57	213
Reading	9		7	16	2	29		3	7	10		1	9	93	164	257
Foreign Language	3	2	7	25	14	8	1	4	5	11			6	86	20	106
ESL		2			5					15			1	23	3	26
Math	11	4	7	16	8	4		2	12	14		6	4	88	40	128
Driver Education													4	4		4
Music	20	2	3	16	13	7	2	16	5	11		2	8	105	41	146
Physical Education	6		58	1		13		17	21	27		2	31	176	23	199
Art Education	8	7	2	26	19	4		3	6		23	1	7	106	27	133
Science	10	4	12	18	22	5	3	11	20	19		8	9	141	45	186
Social Studies	24	10	18	21	18	19	3	10	24	22		15	19	203	92	295
Cog/Lrng/Emo Beh Dis	61		11	29	47	129				40	15	2	51	385	72	457
Deaf/Hard of Hearing					3									3		3
Early Childhd Spec Ed	15				14					3			8	40	10	50
Speech/Lang Path	6			35	19	12			4	24			13	113	18	131
Library/Media	1		6	7	23	6						2	4	49		49
Health Education			8							1			1	10		10
Superintendent				5	14							1		20	2	22
School Business Mang													3	3	4	7
Principal				18	48							6		72	190	262
Director of Instruction				8	1									9	26	35
Director of Special Ed				7	11							4		22	1	23
School Social Worker				21	24									45		45
School Psychologist	3		9	5	22				2		8	1	17	67		67
School Counselor				9	60	27		22	21		27	2	5	173	9	182
Totals	242	104	255	454	564	356	58	161	284	356	284	74	357	3549	1407	4956

Source: UW System reports to DPI

Table 2

Private College Program Completers, Total

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Mount Senario College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private
Elementary	51		51	49	24	42	40	57		13	30	34	7	16	18	4	31	35	31	14	547
Agriculture																					
Family & Consumer Ed													2								2
Technology Education																					
Business Education						7	1			2	2		1							1	14
Marketing Education																					
English/Spch/Thea/Jour	4		1	5	1	5	8	3	5	2	1	8	1		1	1	2	5	4		57
Reading			108			2											3		51		164
Foreign Language			1	2	2		4	1	2			4	2					2			20
ESL			2					1													3
Math			10	2	2	6	2	2	2	2		1		1		1	2	5	1	1	40
Driver Education																					
Music	3			1	6				12	2	2		1	1			2	6	3	2	41
Physical Education				6	11	2										4					23
Art Education	3		4	3		1	2		4		1		3	1			3		2		27
Science	2		3	3		4	7	1	6		2	3		1	7		2	3		1	45
Social Studies	6		6	3	2	11	8	4	8	4	2	18		1	7	1	2	4	2	3	92
Cog/Lrng/Emo Beh Dis	3		29		14		8										18				72
Deaf/Hard of Hearing																					
Early Childhd Spec Ed			1				7										2				10
Speech/Lang Path												18									18
Library/Media																					
Health Education																					
Superintendent												2									2
School Business Mang											4										4
Principal	4		71			5	14				93	3									190
Director of Instruction	5						1				20										26
Director of Special Ed																		1			1
School Social Worker																					
School Psychologist																					
School Counselor						6						3									9
Totals	81		287	74	62	91	102	69	39	25	157	94	17	21	33	11	67	61	94	22	1407

Source: Private college reports to DPI

Table 3

University of Wisconsin System Completers With Previous Certification

Assignment	UW EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	Totals UW System	Totals Private	Grand Totals
Elementary		3	1			3	1	2	6	2	1		2	21	28	49
Agriculture																
Family & Consumer Ed																
Technology Education																
Business Education											1			1	1	2
Marketing Education													1	1		1
English/Spch/Thea/Jour										1			1	2	2	4
Reading	9		7	16	1	29		3	7	10		1	9	92	164	256
Foreign Language		1			1				1	2				5		5
ESL		1								15				16	3	19
Math						1		1		1				3	9	12
Driver Education													4	4		4
Music															2	2
Physical Education			4					2					1	7		7
Art Education																
Science	1							2	1	1				5		5
Social Studies								1						1	1	2
Cog/Lrng/Emo Beh Dis	14		11			54				15			8	102	48	150
Deaf/Hard of Hearing																
Early Childhd Spec Ed	1									2				3	1	4
Speech/Lang Path						12								12		12
Library /Media	1		6	4	2	6							4	23		23
Health Education										1				1		1
Superintendent				5	14							1		20	2	22
School Business Mang															4	4
Principal				18	47							6		71	190	261
Director of Instruction				8	1									9	26	35
Director of Special Ed																
School Social Worker																
School Psychologist	2			2							1		6	11		11
School Counselor				1		27		4	19		1		5	57	5	62
Totals	28	5	29	54	66	132	1	15	34	50	4	8	41	467	486	953

Source: UW System reports to DPI

Table 4Private College Program Completers With Previous Certification

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Mount Senario College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private
Elementary	7		5		1		7	1			1			1			5				28
Agriculture																					
Family & Consumer Ed																					
Technology Education																					
Business Education													1								1
Marketing Education																					
English/Spch/Thea/Jour							2														2
Reading			108			2											3		51		164
Foreign Language																					
ESL			2					1													3
Math			7														2				9
Driver Education																					
Music											1		1								2
Physical Education																					
Art Education																					
Science																					
Social Studies					1																1
Cog/Lrng/Emo Beh Dis	2		29		3		3										11				48
Deaf/Hard of Hearing																					
Early Childhd Spec Ed						1															1
Speech/Lang Path																					
Library/Media																					
Health Education																					
Superintendent												2									2
School Business Mang											4										4
Principal	4		71			5	14			93	3										190
Director of Instruction	5						1			20											26
Director of Special Ed																					
School Social Worker																					
School Psychologist																					
School Counselor						5															5
Totals	18		222		5	13	27	2			119	5	2	1			21		51		486

Source: Private college reports to DPI

Table 5

University of Wisconsin System Program Completers Without Previous Certification

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	Uw-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	Totals UW System	Totals Private	Grand Totals
Elementary	57	55	98	141	158	76	44	54	118	122	88	16	115	1142	519	1661
Agriculture				2				6	18					26		26
Family & Consumer Ed				4						17	20			41	2	43
Technology Education								2			74			76		76
Business Education												1	21	22	13	35
Marketing Education											27			27		27
English/Spch/Thea/Jour	8	15	8	24	19	14	4	9	15	17		4	17	154	55	209
Reading					1									1		1
Foreign Language	3	1	7	25	13	8	1	4	4	9			6	81	20	101
ESL		1			5								1	7		7
Math	11	4	7	16	8	3		1	12	13		6	4	85	31	116
Driver Education																
Music	20	2	3	16	13	7	2	16	5	11		2	8	105	39	144
Physical Education	6		54	1		13		15	21	27		2	30	169	23	192
Art Education	8	7	2	26	19	4		3	6		23	1	7	106	27	133
Science	9	4	12	18	22	5	3	9	19	18		8	9	136	45	181
Social Studies	24	10	18	21	18	19	3	9	24	22		15	19	202	91	293
Cog/Lrng/Emo Beh Dis	47			29	47	75				25	15	2	43	283	24	307
Deaf/Hard of Hearing					3									3		3
Early Childhd Spec Ed	14				14					1			8	37	9	46
Speech/Lang Path	6			35	19				4	24			13	101	18	119
Library /Media				3	21							2		26		26
Health Education			8										1	9		9
Superintendent																
School Business Mang													3	3		3
Principal					1									1		1
Director of Instruction																
Director of Special Ed				7	11							4		22	1	23
School Social Worker				21	24									45		45
School Psychologist	1		9	3	22				2		7	1	11	56		56
School Counselor				8	60			18	2		26	2		116	4	120
Totals	214	99	226	400	498	224	57	146	250	306	280	66	316	3082	921	4003

Source: UW System reports to DPI

Table 6Private College Program Completers Without Previous Certification

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Mount Senario College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private
Elementary	44		46	49	23	42	33	56		13	29	34	7	15	18	4	26	35	31	14	519
Agriculture																					
Family & Consumer Ed													2								2
Technology Education																					
Business Education						7	1			2	2									1	13
Marketing Education																					
English/Spch/Thea/Jour	4		1	5	1	5	6	3	5	2	1	8	1		1	1	2	5	4		55
Reading																					
Foreign Language			1	2	2		4	1	2			4	2					2			20
ESL																					
Math			3	2	2	6	2	2	2	2		1		1		1		5	1	1	31
Driver Education																					
Music	3			1	6				12	2	1			1			2	6	3	2	39
Physical Education				6	11	2										4					23
Art Education	3		4	3		1	2		4		1		3	1			3		2		27
Science	2		3	3		4	7	1	6		2	3		1	7		2	3		1	45
Social Studies	6		6	3	1	11	8	4	8	4	2	18		1	7	1	2	4	2	3	91
Cog/Lrng/Emo Beh Dis	1				11		5										7				24
Deaf/Hard of Hearing																					
Early Childhd Spec Ed			1				7										2				9
Speech/Lang Path												18									18
Library/ Media																					
Health Education																					
Superintendent																					
School Business Mang																					
Principal																					
Director of Instruction																					
Director of Special Ed																		1			1
School Social Worker																					
School Psychologist																					
School Counselor						1						3									4
Totals	63		65	74	57	78	75	67	39	25	38	89	15	20	33	11	46	61	43	22	921

Source: Private college reports to DPI

The overall number of program completers declined slightly last year, from 5,093 in 1999-2000 to 4,956 in 2000-2001, a 2.7% decrease. The number of program completers has remained relatively steady since 1998 at about 5,000.

University of Wisconsin System program completers decreased by 5%, from 3,734 in 1999-2000 to 3,549 in 2000-2001. That followed a 4.4% decrease from 1998-1999 to 1999-2000. Private college completer totals increased by 3.5% over the same time period, from 1,359 to 1,407. Private colleges program completers increased by 15% from 1998-1999 to 1999-2000. Some year-to-year variations in completers totals at the various institutions are due to changes in reporting practices.

The following limitations exist in the use of program completers as a single measure of teacher supply:

(a) An individual who completes a program may or may not apply for a teaching license. Some may continue their education. Some may take time off before applying for a license. Some may pursue other careers. Because of these exceptions, program completer totals can be expected to overestimate the supply of new teachers.

(b) These data do not include individuals who complete programs in out-of-state institutions, nor those who completed programs in previous years and did not enter the teaching field. Figures are not available on the difference between the number of teachers who enter Wisconsin from out-of-state, and those who complete programs in the state and leave for another state. Based on the number of Wisconsin teacher training institutions compared with those in surrounding states, Wisconsin may be a net exporter of teachers. Several Wisconsin teacher training programs are near the Minnesota border, and several are near Iowa.

(c) An individual may complete one or more programs and be eligible for a license in each area. In these cases, teacher training institutions report the individual as one program completer even though the individual is eligible for and may obtain two or more licenses. This is done to minimize double-counting individuals. Institutions normally report these individuals in the category in which they are most likely to find employment; therefore, there is a degree of judgment in how program completer totals are reported. For example, a student may complete a dual program in elementary and special education and would therefore be eligible to apply for a license in two areas, but would only be listed as a special education or elementary education program completer.

While use of program completer data has limitations, it can be useful in identifying general trends. Moreover, the use of data from multiple sources such as those included in this report may offer a more complete picture of supply and demand of educational personnel.

The number of program completers by major categories from 1980-1981 to 2000-2001 is shown in Table 7 and Figure 1. Elementary education program completers declined by 10.5% from the previous year, from 1,911 in 1999-2000 to 1,710 in 2000-2001. This followed three previous years when the totals had increased. Secondary and specialized field program completers increased by 4.0%, from 1,886 to 1,962. Special education program completers decreased 1.1% from 648 to 641. This continues a four-year decline in special education program completers, after a high of 863 in 1997-1998.

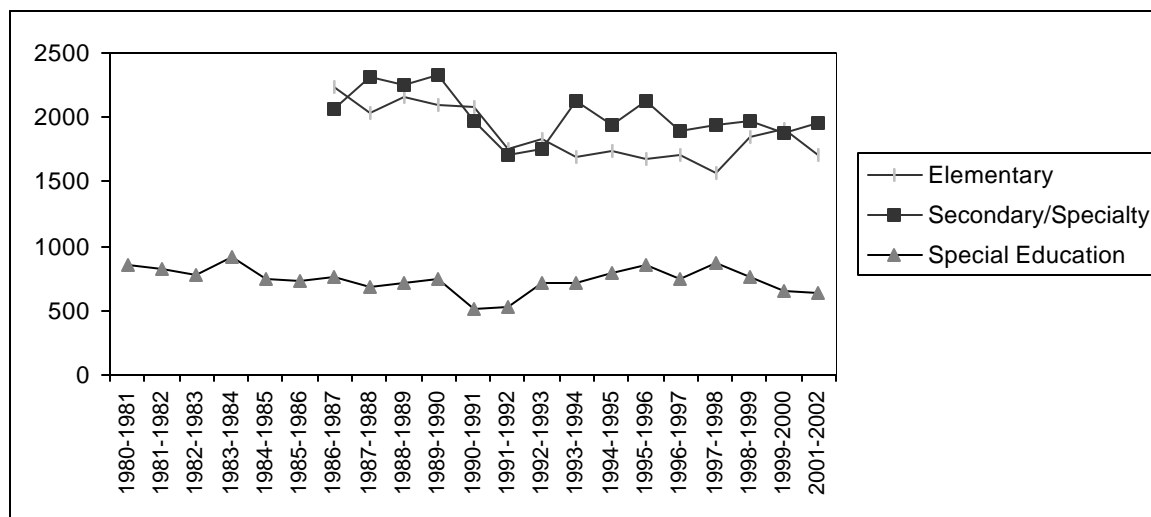
The special education totals are discouraging, given the ongoing shortage of special education teachers reported in the state. This shortage is reflected in the continued increase in the number of emergency-licensed special education teachers, as discussed later in this report.

Table 7

Total Program Completers by Major Categories from 1980-1981 to 2000-2001

	Elementary	Secondary/Specialty	Special Education
1980-1981			861
1981-1982			826
1982-1983			780
1983-1984			919
1984-1985			738
1985-1986			733
1986-1987	2234	2070	765
1987-1988	2034	2308	678
1988-1989	2166	2250	707
1989-1990	2101	2333	742
1990-1991	2076	1966	505
1991-1992	1760	1709	530
1992-1993	1829	1754	718
1993-1994	1688	2121	709
1994-1995	1738	1939	793
1995-1996	1680	2134	857
1996-1997	1709	1891	752
1997-1998	1575	1938	863
1998-1999	1841	1974	754
1999-2000	1911	1886	648
2000-2001	1710	1962	641

Source: Figures UW System and private college officials reported to DPI

Figure 1Total Program Completers by Major Certification Categories

Source: Figures UW System and private college officials reported to DPI

Attrition

While program completer data are used as an indicator of the number of persons entering the teacher field, attrition data are an indicator of those leaving the field or changing teaching categories. Attrition figures are based on database information school districts annually provide to DPI. Field attrition data include transfers from one teaching field to another and exits from teaching. Attrition rates are shown in Tables 8, 9, and 10 and Figure 2.

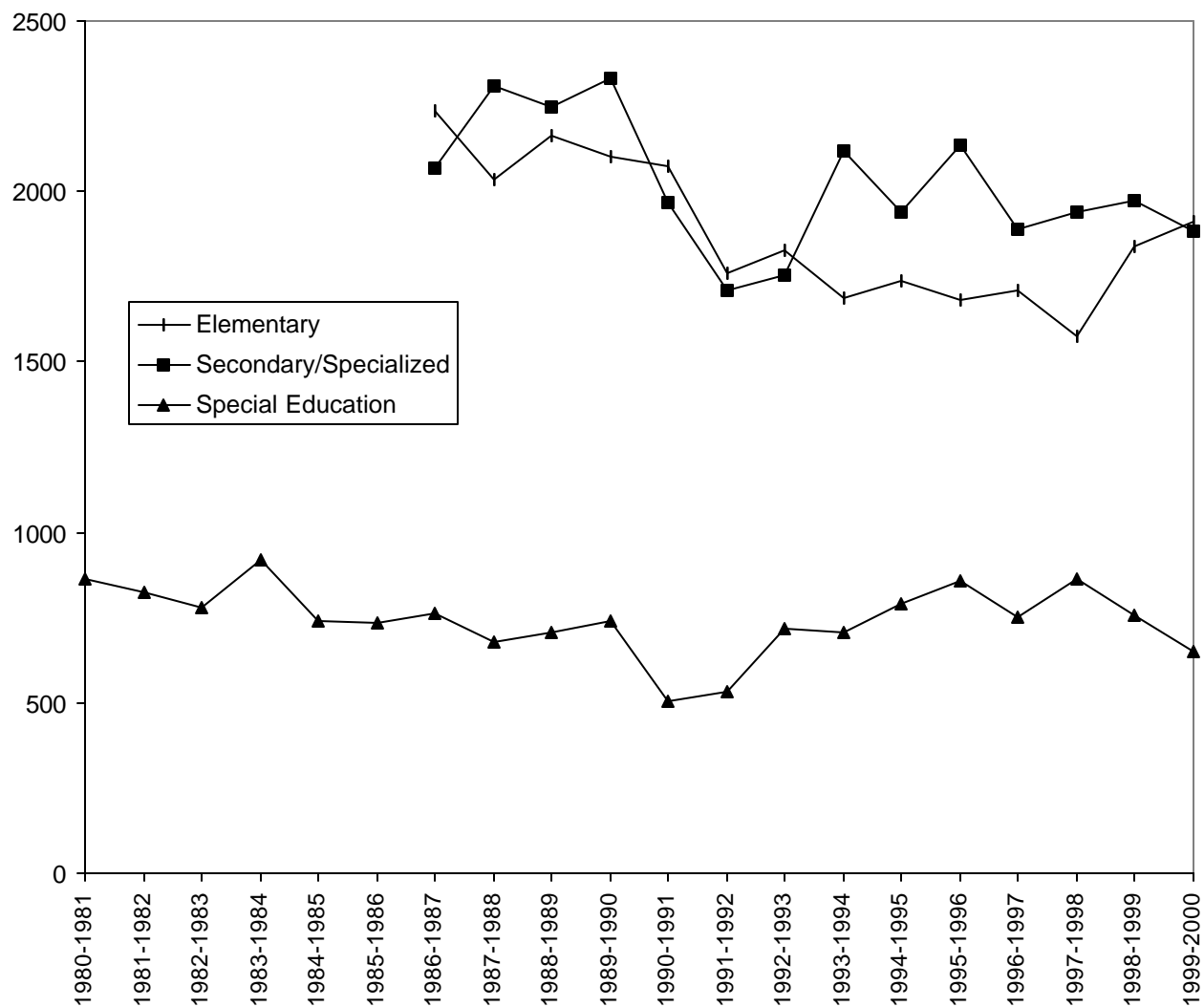
Field attrition showed a sharp increase in both general and special education last year. The overall rate increased from by 75% in general education, from 8.19% in 1999-2000 to 14.36% in 2000-2001. The rate increased by 56% in special education, from 7.87% in 1999-2000 to 12.27% in 2000-2001. The last two years are the first since 1989-1990 that the general education attrition rate has exceeded the special education attrition rate.

Table 8

Field Attrition Rates 1990-2001

School Year	General Education	Special Education
1989-1990	8.00%	8.70%
1990-1991	4.80%	6.80%
1991-1992	5.90%	8.30%
1992-1993	7.80%	14.00%
1993-1994	6.40%	10.90%
1994-1995	11.50%	14.60%
1995-1996	6.50%	8.40%
1996-1997	7.50%	11.80%
1997-1998	6.30%	10.10%
1998-1999	8.06%	11.43%
1999-2000	8.19%	7.87%
2000-2001	14.36%	12.27%

Source: Figures school officials reported to DPI in database format

Figure 2Chart of Field Attrition Rates, 1990-2001

Source: Figures school officials reported to DPI in database format

Transfers from one teaching area to another are shown in Tables 9 and 10. These appear to be contributing significantly to the continuing shortage of special education teachers. Last year, 451 teachers transferred from special to general education, while 219 transferred from general to special education. That resulted in a net loss of 232 teachers from the special education pool. Last year, there was a net loss of 146 special education teachers.

Table 9General Education Attrition for 2000-2001

Field	StateExitAttrition	TransfersToSpecEd	TransfersWithinGenEd
Elementary	12.88%	137	545
Secondary	15.45%	82	487
Total General	14.36%	219	1032

Source: Figures school officials reported to DPI in database format

Table 10Special Education Attrition for 2000-2001

Field	StateExitAttrition	TransfersToGenEd	TransfersWithinSpecEd
Early Childhood Special Education	12.37%	90	45
CD,LD,ED	12.25%	361	16
Total Special Education	12.27%	451	61

Source: Figures school officials reported to DPI in database format

Sources of newly hired educators data are shown in Table 11. These also come from reports school districts submit yearly to DPI in a coded database format. The database, including all new hires in the state and descriptions of positions they filled, is cross-referenced with the DPI license database. Data from this source indicate that 50% of those hired for new positions were Wisconsin graduates without previous teaching experience, 31% were experienced Wisconsin educators relocating, 15% were out-of-state educators without previous experience, 3% were experienced Wisconsin educators returning to teaching, and 1% were experienced out-of-state educators hired in Wisconsin. Last year's figures, by comparison, indicated that 42% were Wisconsin graduates without previous teaching experience, 39% were experienced Wisconsin educators relocating, 11% were out-of-state educators without previous experience, 7% were experienced Wisconsin educators returning to teaching, and 1% were experienced out-of-state educators hired in Wisconsin.

Table 11**Sources of Newly Hired Educators by Licensure/Subject Area**

Area	WI Newly Hired w/o Experience		WI Experienced Ed Returning		Experienced Relocating		Out of State w/o Experience		Out of State Exp. Returning		Total
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Elementary	473	59%	7	1%	193	24%	130	16%	3	0%	806
Agriculture	6	55%	0	0%	4	36%	1	9%	0	0%	11
Family/Cons Ed	26	65%	0	0%	12	30%	2	5%	0	0%	40
Tech Ed	31	62%	0	0%	15	30%	4	8%	0	0%	50
Business Ed	15	38%	1	3%	17	43%	7	17%	0	0%	40
English	115	59%	1	1%	47	24%	32	16%	0	0%	195
Reading	11	28%	1	3%	22	55%	6	15%	0	0%	40
Foreign Language	43	55%	1	1%	20	26%	14	18%	0	0%	78
English 2nd Language	24	60%	0	0%	4	10%	12	30%	0	0%	40
Math	82	51%	0	0%	48	30%	29	18%	1	1%	160
Music	59	44%	2	1%	50	37%	24	18%	0	0%	135
Physical Ed	50	59%	2	2%	24	28%	9	11%	0	0%	85
Art	34	60%	2	4%	14	25%	7	12%	0	0%	57
Science	62	49%	1	1%	36	29%	27	21%	0	0%	126
Social Studies	78	60%	1	1%	28	22%	21	16%	1	1%	129
Total Sec/Middle	634	54%	12	1%	339	29%	195	16%	2	0%	1182
CD/LD/ED	157	39%	25	6%	158	40%	54	14%	5	1%	399
Hearing Impaired	0	0%	1	13%	5	63%	2	25%	0	0%	8
Early Childhood	20	50%	3	8%	14	35%	3	8%	0	0%	40
Other Spec Ed	5	26%	2	11%	7	37%	2	11%	3	16%	19
Speech/Language	2	67%	0	0%	1	33%	0	0%	0	0%	3
Total Special Ed	184	39%	31	7%	185	39%	62	13%	8	2%	470
Administrator	1	5%	0	0%	18	86%	2	10%	0	0%	21
School Social Worker	5	56%	0	0%	2	22%	2	22%	0	0%	9
Principal	2	3%	0	0%	54	86%	7	11%	0	0%	63
School Counselor	45	54%	2	2%	29	35%	8	10%	0	0%	84
School Psychologist	25	56%	4	9%	11	24%	4	9%	1	2%	45
Physical Therapist	3	9%	17	52%	3	9%	7	21%	3	9%	33
Occupational Therapist	14	38%	14	38%	1	3%	3	8%	5	14%	37
Special Ed Director	1	10%	1	10%	8	80%	0	0%	0	0%	10
Total Rel Services	96	32%	38	13%	126	42%	33	11%	9	3%	302
Grand Total	1387	50%	88	3%	843	31%	420	15%	22	1%	2760

Source: Figures school officials reported to DPI in database format

The number of newly hired educators from 1994-1995 to 2000-2001 is shown in Table 12. These data indicate a steady increase in the number of newly hired educators from 1996-97 to 2000-2001. The number of newly hired elementary teachers has increased steadily since 1997-1998. The number of newly hired special education teachers has increased both of the last two years. New hires in related services areas have increased each year since 1996-1997. Similarly, new hires in secondary education have increased every year since 1995-1996 with the exception of 1999-2000.

Table 12

Trends in New Hires by Licensure/Subject Area

Area	94-95	95-96	Change	96-97	Change	97-98	Change	98-99	Change	99-00	Change	00-01	Change
Elementary	961	589	-372	503	-86	597	94	745	148	859	114	984	125
Agriculture	20	23	3	16	-7	13	-3	16	3	16	0	18	2
Family/Consumer Ed	50	23	-27	37	14	27	-10	40	13	26	-14	40	14
Tech Ed	70	44	-26	50	6	55	5	47	-8	73	26	60	-13
Business Ed	54	35	-19	39	4	49	10	56	7	45	-11	50	5
English	217	140	-77	129	-11	164	35	156	-8	167	11	186	19
Reading	95	75	-20	51	-24	51	0	55	4	45	-10	47	2
Foreign Language	150	64	-86	87	23	88	1	80	-8	82	2	90	8
ESL	40	22	-18	20	-2	23	3	31	8	25	-6	44	19
Math	228	115	-113	124	9	162	38	173	11	158	-15	153	-5
Music	174	93	-81	99	6	112	13	134	22	116	-18	109	-7
Physical Ed	134	82	-52	85	3	105	20	114	9	101	-13	85	-16
Art	86	51	-35	53	2	62	9	63	1	59	-4	57	-2
Science	227	139	-88	138	-1	144	6	155	11	166	11	148	-18
Social Studies	158	89	-69	85	-4	126	41	139	13	119	-20	150	31
Total Sec/Middle	1703	995	-708	1013	18	1181	168	1259	78	1198	-61	1235	37
Cog/Lrng/Emot Dis	508	465	-43	305	-160	355	50	355	0	400	45	454	54
Hearing Impaired	13	14	1	11	-3	16	5	13	-3	5	-8	12	7
Early Childhood Sp Ed	66	38	-28	29	-9	36	7	26	-10	34	8	28	-6
Other Spec Ed	7	7	0	5	-2	4	-1	3	-1	5	2	25	20
Total Sp Education	594	524	-70	350	-174	411	61	397	-14	444	47	519	75
School Psychologist	54	28	-26	29	1	45	16	40	-5	37	-3	41	4
Physical Therapist	10	7	-3	6	-1	7	1	6	-1	6	0	31	25
Occ Therapist	13	12	-1	11	-1	13	2	15	2	14	-1	46	32
Speech/Lang Path	101	43	-58	68	25	55	-13	68	13	73	5	62	-11
Total Rel Services	178	90	-88	114	24	120	6	129	9	130	1	180	50
Grand Total	3436	2198	-1238	1980	-218	2309	329	2530	221	2631	101	2918	287

Source: Figures school officials reported to DPI in database format

School District Survey

Annual surveys seeking information related to teacher supply and demand were mailed to administrators of all Wisconsin public school districts and Cooperative Educational Service Agencies (CESA) in winter 2002. Survey materials included these items: (a) cover letter, (b) instructions, and (c) survey form. The survey requested the following information:

(a) In part one, "Educator Supply and Demand Rating Scale for School District Analysis," respondents reported the number of vacancies across licensure/subject areas and levels, the number of applicants, and rated the supply of applicants on a five-point scale. See Appendix A for the survey form.

(b) In part two, respondents reported information on emergency licenses, attrition data, and critical shortage areas. Emergency licenses, attrition data, and critical shortage areas are discussed later in this report. Survey data could be submitted by mail, fax, or electronically through a website. See Appendix B for a list of survey respondents and non-respondents.

A total of 443 surveys were sent in the first mailing. A second mailing and phone contacts followed to districts that did not respond. Responses were received from 368 of the 443 school districts or CESAs, an 83% return rate.

Rating of Supply

For one measure of perceived teacher supply and demand, school district respondents rated the teacher supply for licensure/subject areas in which the district had at least one vacancy for 2001-2002. Ratings were based on the 5-point Likert scale below:

Extreme Shortage	Slight Shortage	Supply Normal to Demand	Slight Oversupply	Extreme Oversupply
1	2	3	4	5

An average rating was calculated by the sum of ratings for each area divided by the number of districts that submitted a rating. Table 13 includes a complete listing of average ratings across licensure/subject areas.

Table 13Average Supply Rating Across Licensure/Subject Areas

Licensure/Subject Area	State Average Rating of Supply
Deaf/Hearing Imp	1.000
Visual Impairment	1.000
Agriculture	1.211
Cross Categorical	1.373
ESL/Bilingual	1.375
Emotional Beh Dis	1.397
Reading Specialist	1.414
Technology Ed	1.474
Library/Media	1.488
Fam/Consumer Ed	1.500
Cognitive Disabilities	1.511
PT/OT	1.556
Business Ed	1.565
Physics	1.632
Mathematics	1.689
Chemistry	1.700
Learning Dis	1.706
Foreign Language	1.711
Reading Teacher	1.750
Music	1.779
Early Childhood Spec Ed	1.818
Speech/Lang Pathology	1.836
School Psychologist	1.855
Dir of Special Ed	2.059
Biology	2.077
Superintendent	2.091
School Social Work	2.100
Curriculum Dir	2.118
Journalism Speech	2.167
School. Nurse	2.200
Earth Science	2.250
General Science	2.291
School Counselor	2.440
High School Principal	2.500
Eng Lang Arts	2.549
Elem Principal	2.571
Art	2.588
Mid School Principal	2.704
Early Ch/Kindergarten	2.948
Phys Ed	3.130
Social Studies	3.322
Elementary	3.585

Source: Written survey of public school district officials

Supply ratings ranged from 1.00 to 3.585 on the 5-point scale. The overall average supply rating was 2.02, an 8% increase compared with the last year's average of 1.86. So, although districts still rated the overall teacher market at a slight shortage, it was not as great a shortage as indicated a year ago. The average for two years ago was 1.86. Subject areas were grouped by how they compared with the average rating of 2.09. Those within 0.5 standard deviations of the mean were categorized as average. Those 0.5 to 1 standard deviations below the mean (meaning there was a greater shortage) were categorized as demand above average. Those more than 1 standard deviation below the mean were categorized as demand well above average. Those 0.5 to 1 standard deviations above the mean were categorized as demand below average. Those more than 1 standard deviation above the mean were categorized as demand well below average.

The fields rated in the demand well above average range (with mean ratings below 1.561) were Deaf/Hearing Impaired, Visually Impaired, Agriculture, Cross Categorical, ESL/Bilingual, Emotional Behavioral Disability, Reading Specialist, Technology Education, Library/Media, Family/Consumer Ed, Cognitive Disabilities, and PT/OT.

Fields with demand rated above average (mean rating 1.562 - 1.790) were Business Ed, Physics, Mathematics, Chemistry, Learning Disabilities, Foreign Language, Reading Teacher, and Music.

Fields with demand rated average (mean rating 1.791 - 2.247) were Early Childhood Special Ed., Speech/Lang. Pathology, School Psychologist, Director of Special Ed, Biology, Superintendent, School Social Worker, Curriculum Director, Journalism/Speech, and School Nurse.

Fields with demand rated below average (mean rating 2.248 - 2.476) were Earth Science, General Science, and School Counselor

Fields with demand rate well below average (mean rating above 2.477) were High School Principal, English/Language Arts, Elementary Principal, Art, Middle School Principal, Early Childhood/Kindergarten, Phys. Ed, Social Studies, and Elementary.

The elementary teaching field continued to have the highest supply rating, and that figure increased from 3.16 last year to 3.58 this year. Social studies, the next highest supply rating, increased from 3.05 to 3.32. Fields with the lowest supply ratings continue to be in special education fields, business and technology, family and consumer education, physics, math, chemistry, and library/media. Agriculture had a much lower supply rating this year.

Weighted figures based on school district populations were computed for last year's report and found to be almost identical to unweighted figure (overall average 1.88 for weighted ratings and 1.87 for unweighted ratings). This may be because both smaller, rural districts and large districts such as Milwaukee have similar difficulties in finding an adequate supply of teachers, thus offsetting the effect on the ratings.

Limitations exist in the use of supply rating figures. The ratings are subjective and reflect only the opinion of the person completing the survey. Respondents vary in their school district position. Also, not all districts complete the survey, with some citing logistical difficulties in assembling districtwide data. And as with any aggregated data, statewide ratings will not necessarily reflect conditions in a particular school district. Maps in the employment outlook section are broken down by CESA to give a more regionalized view of supply and demand.

Ratio of Applicants to Vacancies

Another measure of teacher supply and demand is applicants per vacancy. Fields with higher numbers of applicants per vacancy are more likely to be in oversupply, whereas fields with fewer applicants per vacancy are more likely to be in undersupply. School districts listed the number of vacancies and applicants in 48 licensure/subject areas for the 2000-2001 school year. The ratio was calculated by dividing the number of applicants by the number of vacancies. Figures are shown in Table 14.

Table 14

Ratio of Applicants to Vacancies for 2000-2001

Licensure/Subject Areas	Total Applicants	Total Vacancies	Ratio of Applications To Vacancies
Visual Imp	9	9	1.00
ESL/Bilingual	262	112	2.34
Cross Categorical	545	195	2.80
Deaf/Hearing Impaired	25	8	3.13
Reading Specialist	139	42	3.31
PT/OT	169	51	3.31
Emotional Beh Dis	582	159	3.66
Early Childhood Spec Ed	204	54	3.78
Library/Media	273	68	4.01
Speech/Lang Path	510	118	4.34
Fam/Consum Ed	297	68	4.37
Physics	86	19	4.53
Cognitive Disabilities	476	99	4.81
Technology Ed	540	111	4.86
Business Ed	413	78	5.29
Journalism Speech	50	9	5.56
Foreign Language	798	142	5.64
Agriculture	140	25	5.71
Learning Dis	1188	200	5.95
Sch Nurse	206	34	6.06
Reading Teacher	355	55	6.45
Chemistry	273	40	6.83
Music	1347	196	6.89
Mathematics	1804	257	7.02
Sch Psychologist	569	78	7.33
Sch Social Work	156	21	7.43
Dir Of Special Ed	152	17	8.94
Biology	516	53	9.74
Elementary	18942	1700	11.14
Curriculum Dir	229	20	11.45
Eng Lang Arts	2781	241	11.56
Art	1067	90	11.92
Sch Counselor	1520	125	12.16
Earth Science	331	27	12.26
General Science	1128	83	13.67
Superintendent	466	32	14.56
Early Ch/Kindergarten	3840	228	16.84
Mid Sch Principal	655	34	19.26
Elem Principal	1255	65	19.31
High Sch Principal	947	47	20.15
Phys Ed	2597	128	20.37
Social Studies	4115	166	24.79

Source: Written survey of public school district officials

As in previous years, results of the supply rating rankings were similar to rankings with the applicants to vacancies ratio, with a correlation of 0.76 between the two measures. Compared with last year, there was a greater range in ratios. Last year's range was from 1.5 to 19.82, while this year's range was from 1.00 to 34.09. Most job categories had similar ranking to last year's results. One area that showed a sizeable change was reading specialist, which was the 20th highest ratio last year and was the 5th highest this year. The applicants to vacancies ratio for reading specialists was 3.31 this year, compared with 7.30 last year. Elementary also had a much lower ranking compared with last year. The elementary applicants to vacancies ratio was 11.14 this year, compared with 19.23 last year. Social studies, physical education, and principal positions continue to be among the areas with the highest applicant to vacancy ratios. Special education positions continue to be among those with the lowest ratios.

Applicant to vacancy ratio has several limitations in its use as an indicator of supply and demand: (a) Aggregate numbers show the overall number of applicants and vacancies in the state and therefore do not reflect situations in individual school districts, which can vary widely. (b) Exact figures for the number of applicants are becoming increasingly difficult to determine because some districts have moved to using a private, electronic database of centralized job applications for the state. (c) Vacancy figures include both part-time and full-time positions, and therefore overstate the number of vacancies. (d) Most qualified individuals apply for more than one position, thus the applicants figures significantly overestimate the true number of job seekers.

Emergency Licenses

Emergency license figures are important in gauging teacher supply and demand, as they give an indication of shortage areas. Broad trends in emergency license numbers show how well the teacher supply is keeping up with demand. Wisconsin's Department of Public Instruction issues emergency licenses for school districts when a licensed candidate is not available or when extenuating circumstances justify it. There are two types of emergency licenses. One is for those holding a teaching certification and working outside of their certification area. A second type is for those with bachelor's degrees who do not have a teaching certification. Totals for the two types of emergency licenses are shown in Table 15. Historical trends in number of emergency licenses are shown in Table 16.

There are limitations to these data. One, data provided by individual school districts may be inaccurate for various reasons and were not verified. Two, emergency license data from school districts and the Department of Public Instruction do not indicate whether individuals were hired for full-time or part-time positions. For example, an individual licensed in chemistry may teach five sections of chemistry in a school district, but may obtain an emergency license to teach one section of biology.

Table 15

Emergency License Totals, 2001-2002

License Categories	1-Year Special Licenses			1-Year Permits		
	Teaching out-of-area			Batchelor Degree but no Certification		
	New	Renewal	Total	New	Renewal	Total
Elementary Ed PreK-8	68	40	108	91	24	115
Secondary						
Agriculture	5	0	5	1	2	3
Family/Consumer Ed	5	1	6	10	1	11
Technology Ed	10	27	37	6	17	23
Business Ed	9	8	17	13	10	23
Marketing Ed	1	1	2	0	0	0
Eng/Jour/S/Thtr	21	15	36	15	13	28
Reading	70	63	133	0	0	0
Foreign Language	21	15	36	38	25	63
ESL	55	65	120	18	7	25
Bilingual Ed	51	32	83	40	27	67
Math/Comp Sci	23	16	39	29	17	46
Driver/Safety Ed	19	10	29	0	0	0
Music K-12	24	16	40	16	19	35
Physical Ed	8	5	13	4	0	4
Health	16	9	25	2	1	3
Art K-12	1	2	3	7	1	8
Science	33	26	59	33	26	59
Social Studies	12	4	16	8	5	13
Library Media	40	43	83	1	8	9
Total Secondary/Middle	424	358	782	241	179	420
Special Education						
Cross Catgorical	0	0	0	62	7	69
Deaf/Hard of Hearing	1	1	2	1	0	1
Cognitive Disability	49	52	101	27	31	58
Early Child Sp Ed	16	22	38	12	7	19
Learning Disability	140	163	303	49	66	115
Speech/Lang Path	1	0	1	12	10	22
Visual Disability	2	1	3	0	0	0
Emotional Beh Dis	96	190	286	72	91	163
Total Special Education	305	429	734	235	212	447
Pupil Services						
School Counselor	5	3	8	18	4	22
Social Worker	0	0	0	5	3	8
School Psychologist	0	0	0	4	1	5
Total Related Services	5	3	8	27	8	35
Grand Total	802	830	1632	594	423	1017

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction, 2002

Table 16

Number of Initial and Renewal Emergency Licenses Issued From 1990-2002

School Year	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Elementary												
Elem/Early Child	100	102	104	95	109	123	110	110	126	132*	267**	223
Middle/High School												
Science	48	49	65	69	71	63	78	83	89	84	119	118
Eng/Jour/ Sp/ Thtr	24	24	16	22	25	30	37	44	51	64	59	64
Math/ Comp. Sci.	30	32	29	26	29	37	36	44	43	69	94	85
Social Studies	56	48	57	41	38	31	38	42	29	35	36	29
Mid/High Sch Total	158	153	167	158	163	161	189	213	212	252	308	296
Special Fields												
Agriculture	1	2	2	3	2	3	4	4	4	11	3	8
Art (K-12)	11	11	14	7	7	11	11	12	14	8	11	11
Business Ed	2	4	9	4	5	4	5	12	30	36	29	40
Fam/Consumer Ed	16	5	17	23	12	3	6	9	9	15	9	17
Foreign Language	51	47	64	61	52	44	58	78	76	78	88	99
Marketing Ed	3	1	2	4	1	2	2	3	4	4	4	2
Music (K-12)	30	29	23	21	30	16	30	34	52	56	61	75
Physical Ed	8	8	5	10	9	9	10	11	11	18	13	17
Tech Ed	9	10	11	11	23	27	42	55	45	69	74	60
Spec Fields Total	131	117	147	144	141	119	168	218	245	295	292	329
Specialized Personnel												
ESL	88	78	79	59	64	63	60	72	98	102	100	145
Bilingual Ed	55	87	91	N/A	86	85	83	91	67	86	137	150
Driver/Safety Ed	20	19	21	22	12	31	36	41	35	28	30	29
Health	29	23	23	15	23	18	19	21	16	22	27	28
Library Media	30	37	32	26	24	28	39	52	54	64	90	92
Reading	154	163	173	162	154	136	125	159	148	136	151	133
School Counselor	50	42	40	35	41	52	50	54	51	57	17***	30
Social Worker	18	7	8	N/A	11	12	5	9	10	8	6	8
School Psych	0	0	2	N/A	12	10	7	2	3	4	6	5
Spec. Pers Total	444	456	469	319	427	435	424	501	482	507	547	620
Special Education												
Cross Categorical												69
Hearing	1	2	4	3	4	6	3	2	9	10	7	3
Cognitive Dis	78	76	84	89	98	110	104	123	143	126	169	159
Early Ch Sp Ed	75	91	102	80	62	63	58	43	47	51	64	57
Learning Dis	354	338	354	252	224	245	225	243	250	278	373	418
Speech/Lang Path	41	39	30	27	37	53	56	58	42	39	25	23
Visual Disability	5	2	4	2	1	5	8	5	5	7	0	3
Emot Beh Dis	595	619	561	521	511	551	486	404	373	394	430	449
Total Special Ed	1149	1167	1139	974	937	1033	940	878	869	905	1068	1112
Total Emergency Lic	1982	1995	2026	1690	1777	1871	1831	1920	1934	2091	2499	2649

* 1999-2000 This total includes foreign language immersion, Montessori, inclusive kindergartens, and at least 60 licenses for bilingual elementary education programs.

** 2000-2001 Much of this decrease is due to changes in medicare funding which caused a shift of employment from the private sector to public schools.

*** 2000-2001 Much of this decrease is due to DPI change in Chapter PI 34.

N/A = no data available

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction, 2002

Emergency license totals continued a consistent increasing trend that started in 1993-1994. The number of emergency licenses has increased by 57% over that time period, an indication that teacher supply has not been able to keep pace with demand in critical shortage areas. Special education accounts for 42% of the emergency license total and has increased the last four years. Teachers in the emotional behavioral disorders and learning disabilities areas make up about three-fourths of the special education emergency licenses. Another area that has shown consistent increases in emergency license totals is ESL and bilingual education. ESL totals increased from 100 to 145 between 2000-2001 and 2001-2002, while bilingual totals increased from 137 to 150.

The increase from 1999-2000 to 2000-2001 in the number of emergency licenses issued in elementary education is due to specialized programs including foreign language immersion, Montessori, inclusive kindergartens, and more than 100 licenses issued based on an innovative/experimental program for Milwaukee Public Schools. Also, there is a potential for double counting some emergency licenses that are issued to fully licensed elementary teachers assigned to teach in elementary bilingual education programs.

One portion of the survey sent to all Wisconsin public school districts and CESAs included questions regarding hiring of individuals with emergency licenses. Districts were asked how many vacancies for the 2000-2001 school year were filled by individuals with emergency licenses and what licensure/subject areas and grade levels were these individuals hired to fill. Of the 368 districts that completed the survey, 305 (81%) responded to this question. Nearly three-fourths of responding school districts (73%) reported hiring emergency licensees for 2001-2002 vacancies. Most districts reported using emergency teachers for a small number of positions - 29% filled one position, 17% filled two positions, and 10% filled three positions. Table 17 provides information on the number of new vacancies filled by emergency licensees.

Table 17

Frequency Distribution of 2001-2002 School District Vacancies Filled by Emergency License

Number of vacancies filled by EL	Number of Districts
0	82
1	87
2	51
3	32
4	18
5	5
6	7
7	2
8	4
9	3
10	0
11	0
12	1
13	1
14	0
15	2
23	1
30	1
32	1
60	1

Source: Written survey of public school district officials

Teaching certifications most often cited for new emergency license positions are very similar to shortage areas discussed earlier in this report. The most hires, in order, were emotional behavioral disability, learning disability, foreign language, technology education, cognitive disabilities, library/media, music, mathematics, and general science. Table 18 provides vacancies filled by emergency licensees across the 14 most frequently cited licensure/subject areas for 2000-2001 as reported by school districts.

It should be noted that these numbers do not reflect the number of individuals with emergency licenses in a district but the number of individuals with emergency licenses newly hired to fill vacancies for the 2000-2001 school year. Vacancies filled include part-time and full-time positions.

Table 18

Licensure/Subject Areas with Highest Number of New Vacancies (2001-2002)
Filled by Emergency Licensees in First Year as Reported by School Districts

Area	Number of EL
Emotional Beh Dis	49
Learning Disabilities	41
Foreign Language	33
Library/Media	24
Technology Ed	23
Cross Categorical	22
Cognitive Disabilities	18
General Science	17
Mathematics	17
Music	17
Reading Teacher	16
Business Ed	15
ESL/Bilingual	12
Family/Consumer Ed	9
Early Ch/Kinder	8
Speech/Lang Path	8
Eng Lang Arts	6
Art	6
Early Childhood Spec Ed	6
School Counselor	6
Elementary	5
Chemistry	5
Physics	5
Social Studies	5

Source: Written survey of public school district officials

Economic and Budget Effects On Hiring Practices, Attrition, and Retention

The national economic downturn and related difficulties with the state budget over the last year can be expected to have an effect on hiring practices of state school districts. There also may be an effect on attrition and retirement. To assist in gauging the extent of that effect, a 10% random sample of 44 school districts was selected for a telephone survey during summer 2002 in which district representatives were asked two questions, "How have the state budget difficulties affected hiring practices for the upcoming year?" and "Has there been an effect on attrition/retirement?"

Hiring effect

Responses to the question on hiring effect were grouped into three categories:

(a) High impact -- districts that had to reduce more than one staff position, were unable to hire the most qualified candidates, were unable to fill open positions, and/or were unable to add any new positions due to lack of funding.

(b) Moderate impact -- districts that reduced paraprofessional staff, voiced concerns about future hiring capabilities, and/or were forced to enforce preliminary layoffs as a result of budget cuts.

(c) No impact - Districts that reported no changes in hiring practices as a result of state budget difficulties.

Using those categories, 41% of districts (18 of 44) were considered high impact, 23% of districts (10 of 44) were considered moderate impact, and 36% (16 of 44) were considered no impact.

District responses categorized under high impact included the following:

"We have eliminated staffing positions and have had to assume that enrollment will be down. Next year, there are 59 students in two 6th-grade classrooms. We don't have enough money to hire another teacher."

"We've reduced 1 1/2 teaching aide positions, but we need to reduce three. Right now, I am working on how to pay for those 1 1/2 aide positions. We have the need, but not the money. We are squeezing and cutting in every possible area. We have cut bus drivers, janitors, and secretaries. For the past two years, we have cut operational budget to classrooms by 10% each year. We have eliminated all field trips and cut activity programs. It has affected everything."

"It certainly did affect our hiring practices. We weren't able to hire the most qualified candidates; instead, we had to look at teachers with a B.A. and no more than two years experience. With revenue caps, we just can't afford to pay anymore."

"It's made it very difficult to fill vacancies. We're forced to fill positions with new, inexperienced teachers. I believe that's the greatest impact."

"We aren't moving people up steps. We aren't giving raises. It ties our hands in tough to hire areas such as Tech Ed., Agriculture, Family/Consumer Ed., Speech & Language, and Business Ed. (These teachers are very, very hard to come by)."

"It's always been difficult to find qualified people. We have nine vacancies to fill for next year and although I've had qualified applicants, I can't afford to hire them. We're faced with trying to find new, inexperienced personnel because of the revenue caps and that's always tough."

"It caused many, many issues with existing employees. We had five teachers with non-renewable contracts that lost their jobs, and one more that was laid off. It's caused a huge burden on staff morale and it's all directly tied to public school funding."

District responses under moderate impact included the following:

"There is a greater concern because of state budget difficulties. We have had to combine and reduce some support positions due to the budget. We do receive funding for SAGE and class reduction, so we've been able to keep our teaching staff intact."

"The biggest impact is the uncertainty of what would happen. We couldn't plan on hiring because we didn't know whether funding would be cut."

"It's caused us to be nervous. We even did preliminary layoffs because of the uncertainty, for three positions. We were able to reinstate those three positions. We are nervous more and more so, particularly with health insurance increases. We'll make it one more year. Then we'll have to think about staffing."

Comments from districts that reported no impact on hiring practices included the following:

"It hasn't had any impact. Our district is growing so fast, enrollment is increasing and we've been able to add teaching positions with no problems."

"It didn't have any effect. We only hired one teacher, which was all we had need for."

"It has not affected us as drastically as other districts. I know many districts have been forced to hire only brand-new teachers because of the revenue caps. In our district, we've still been able to hire the most qualified candidates for the position. It has put pressure on other areas, but so far we've been able to work the system."

Attrition and retirement

Responses to the question on attrition and retirement also were grouped into three categories:

(a) High impact -- districts that had to reduce more than one staff position, could not hire replacements for open positions, or were unable to attract the most qualified candidates.

(b) Moderate impact -- districts that expressed concerns about the increasing cost of insurance and an unstable economy. Responses indicated that employees are not retiring early, which impacts a district's ability to stay under revenue caps.

(c) No impact - districts that indicated no effect on attrition/retirement.

Using those categories, 7% of districts (3 of 44) were considered high impact, 45% of districts (20 of 44) were considered moderate impact, and 48% (21 of 44) were considered no impact.

Responses from districts categorized as high impact included the following:

"MPS has the potential to lose 2,800+ teachers who will be 55 over the next five years: more teachers are leaving at age 55, thus impacting number of replacements necessary."

"The teacher that did not come back left teaching to work at an ethanol plant because of the uncertainty of being called back. I think that's a direct reflection on the budget difficulties. Instead of hiring, we've had to reduce our administration. We did away with dean of students and combined the principal of middle and high school. We had one retirement, but was unable to post that position because of the revenue cap."

"I am thinking that it is getting very difficult to be in this business. It is making finances difficult. I was the president for a state teaching association and the cuts are causing a lot of anguish everywhere. We have to make decisions on a financial basis, not on what students need! I have had to move staff -- we had an English opening due to retirement; I had to move a middle school English teacher to the high school position, where she did not want to be. It's hard to do that!"

Responses from districts considered moderate impact included the following:

"With health care costs and insurance, people are not too quick to retire. Many have come to the realization that they cannot afford to retire and must continue to work."

"I think it's had an impact. We've had to enforce QEOs. Teachers are less likely to retire because of the uncertainty. Teachers are working for less because of the cost of health insurance."

"I think teachers are waiting a little longer on retirement to make sure they can afford insurance and other things. It has had a bigger impact on younger teachers. Contract negotiations and how the unions have approached this have resulted in a hostile environment. Many of the young, talented teachers are walking away to pursue positions in the private industry."

"The budget problems with QEOs and revenue caps have made it difficult to compete with other districts in regards to retaining and attracting teachers."

Responses from districts considered no impact included the following:

"No, not in our district this year. I'm not sure what the future will bring."

"I don't think it has had a big effect this year, but I believe we'll see it two to three years from now. I think the greatest impact will be on recruiting people into the teaching profession. I think a lot of young people will choose another career path."

Areas of Concern

Part of the written survey mailed to all school districts invited respondents to comment on the question, "Given projections of vacancies over the next five years, which subject/licensure areas do you anticipate will be the most problematic for your district to hire qualified personnel?" More than half of districts (238 of the 368, 68%) responded to this question.

The single licensure area mentioned the most frequently by districts was mathematics, with 124 districts (52%) indicating math as an area with critical shortages. The next most mentioned area was science, with 110 districts indicating one or more area of science as a concern.

Certifications in science fields mentioned included general science, 37%; physics, 8%; chemistry, 7%; biology, 2%; and earth science, less than 1%.

The largest broad licensure category mentioned was special education, with 131 districts listing one or more area of special education as a concern. Specific areas mentioned included general special education, 37%; emotional behavioral disability, 13%; cognitive disabilities, 7%; early childhood special education, 3%; learning disability, 3%; cross categorical, 2%; deaf/hearing impaired, 2%; speech/language pathology, 2%.

Table 19Teaching areas cited as school district concerns

Area	# of Mentions
Mathematics	124
Technology ed	97
General science	89
General special ed	89
Foreign language	58
Business ed	34
Emotional behavioral disability	30
Music	23
Family/Consumer ed	21
Physics	20
Chemistry	17
Cognitive disabilities	17
Principals - level not indicated	17
ESL/Bilingual	15
Library/Media	15
School counselor	11
English/Language arts	9
Agriculture	8
Early childhood special ed	7
School psychologist	7
Learning disability	6
Art	5
Cross categorical	5
Speech/language path	5
Superintendent	5
Biology	4
Reading specialist	4
Reading teacher	4
Director of special ed	4
High school principal	4
Deaf/Hearing impaired	3
Visually impaired	3
Elementary principal	3
Early childhood/Kindergarten	2
PT/OT	2
Middle school principal	2
Elementary	1
Earth science	1
Social studies	1
Curriculum director	1
Journalism/Speech	0
Physical ed	0
School nurse	0
School social work	0

Higher Education Assisting School Districts

As part of the survey mailed to all school districts, respondents were invited to comment in written form to the question, "How could institutions of higher learning/teacher training programs assist your school district in meeting its educational personnel needs?" Nearly half (165 of 368, 45%) of survey participants responded to the question. Responses were grouped into seven themes: (a) Encourage students to enroll in shortage areas. (b) Increase availability of teacher training programs. (c) Improve collaboration between teacher training programs and school districts. (d) Broaden certifications. (e) Increase enrollment with recruitment and less restrictive admission policies. (f) Increase training in areas such as behavior management to lessen burnout and attrition. (g) Miscellaneous. Comments related to those themes were as follows:

(a) Encourage students to enroll in shortage areas (31 of 165 districts, 19%).

"Steer people into high need areas. Counsel on how to choose certifications."

"Better career counseling consistent with job market."

"Convince the students that there is an oversupply of elementary teachers and shortages in others."

"Convince more people to go into special ed. Good luck!"

Specific suggestions (some schools had more than one suggestion) included the following: (a) Counsel/advise on supply and demand (19 of 31, 61%). (b) Close or open programs based on supply and demand (10 of 31, 32%). (c) Recruit more students to program (5 of 31, 16%).

(b) Increase availability of teacher training programs (29 of 165, 18%)

"More courses by computer or fiber optics, including courses to add additional certifications such as physics, superintendent, reading specialist."

"Create more flexibility in working with certification. Expecting people to be able to quit everything and return to school for two years to obtain additional licensures is absurd. It would also be beneficial to place emphasis for undergraduates on multiple certifications."

"Provide teacher/administrator certification programs in various geographic areas that deal with shortage areas."

"Allow teachers to get re-certification and advanced degrees via internet through the UW-system."

"There is a need to develop flexibility into training programs. People with experience and a college degree should be able to demonstrate competencies and then have training programs developed to meet their unique needs. There is a great lack of flexibility for people who wish to enter the profession from other areas."

(c) Increase collaboration between training programs and school districts (25 of 165, 15% districts).

"Provide districts with lists of potential graduates by subject area. Do this in the year they begin their student teaching. Give districts opportunity to recruit. Host recruitment fairs on campus (evening event). Send out lists of potential teacher candidates."

"Send a list of graduates with their certifications noted to districts. Solicit needs from districts and give to graduates."

"Dialogue with us. Right now they have little or no contact."

(d) Broaden certifications or use multiple certifications (15 of 165, 9%).

"Get state (DPI) to be more flexible in certification areas and university programs match -- eliminate limited licenses like K-3, 4-8, 7-8, or 6-8."

"Licensure requirements -- small districts will struggle with additional requirements."

(e) Increase enrollment with recruitment and less restrictive admission policies (12 of 165, 7%).

"We need to look for ways to attract people with fewer initial licensing requirements. We expect too much with depressed salaries and we are not attracting the same pool of candidates we did 10 years ago."

"Do not limit the number of students going into education -- GPA, etc. Open door to more students."

(f) Increase training in areas such as behavior management to lessen burnout and attrition (12 of 165, 7%).

Districts called for more training in the areas of behavior management, interpersonal skills, conflict resolution, technology, and assessment.

"More monitoring in the preparation process. Too much overemphasis on GPA and too little emphasis on interpersonal skills. Universities are caught up in the knowledge game. Although a good knowledge base is important, people skills are essential."

"Helping pre-service teachers handle problem children; teach how to use conflict resolution skills; teach how to use various teaching/learning strategies."

(g) Miscellaneous.

"Higher salaries would help!"

"Allow certification based on transcript review rather than only university recommendation--particularly in administration."

"Make the field of education a priority area administratively, politically, and financially. Reduce redundant/repetitive coursework. Increase outreach activities/contracts by faculty and students."

"Nothing will change drastically until the profession compensates teachers on a more professional level. Under pressure from health insurance premiums and revenue limits, Waterloo teachers will have a pay reduction in 2002-03. The new licensure rules (PI-34) will be good for the profession, but will deter people from entering it."

"The problem is related to poor salaries as compared to the business sector and long hours."

"The combined impact of revenue controls and declining enrollment creates a situation where we need secondary certified teachers who are well-trained to teach two subject areas. IHE could provide continuing education programs packaged in such a way that veteran teachers could acquire a second area of certification while holding full time teaching jobs."

"We have no shortages! We are currently cutting positions."

"Develop program for college graduates to get a teaching degree in a short period of time -- training on the job."

"By allowing teachers with bachelor's degrees an accelerated program for licensure. It is absurd for it to take two years plus for them to become certified."

"Coordinate tech. ed. certification programs to utilized local tech colleges. Teach ed. classes at four-year college, hands-on at tech. college. Eliminate some of the theoretical so you can increase the on site student teaching time."

"Gear more students into education. Talk to frosh and beginning students at an orientation."

Survey of Program Completers

Surveys about the job status of program completers from Wisconsin teacher training institutions were mailed to a 10% random sample from institutions that provided lists of program completers. This is the third year surveys have been sent to program completers. Those who were surveyed in the previous two years received follow-up surveys about their current job status. The purpose of this component was to obtain a more complete picture of career paths followed by this population and to better understand supply and demand dynamics.

Survey questions addressed were: (a) teaching certifications, (b) present job status, and (c) job location. See Appendix C for a copy of the cover letter and survey. Criteria for participation in the survey of recent graduates were: (a) completed an initial licensing program between Dec. 2000 and August 2001 and (b) completed a program at a four-year institution in the University of Wisconsin System or a four-year private college. When necessary, requests for participation included a first and second mailing and phone contacts. Table 20 shows survey results.

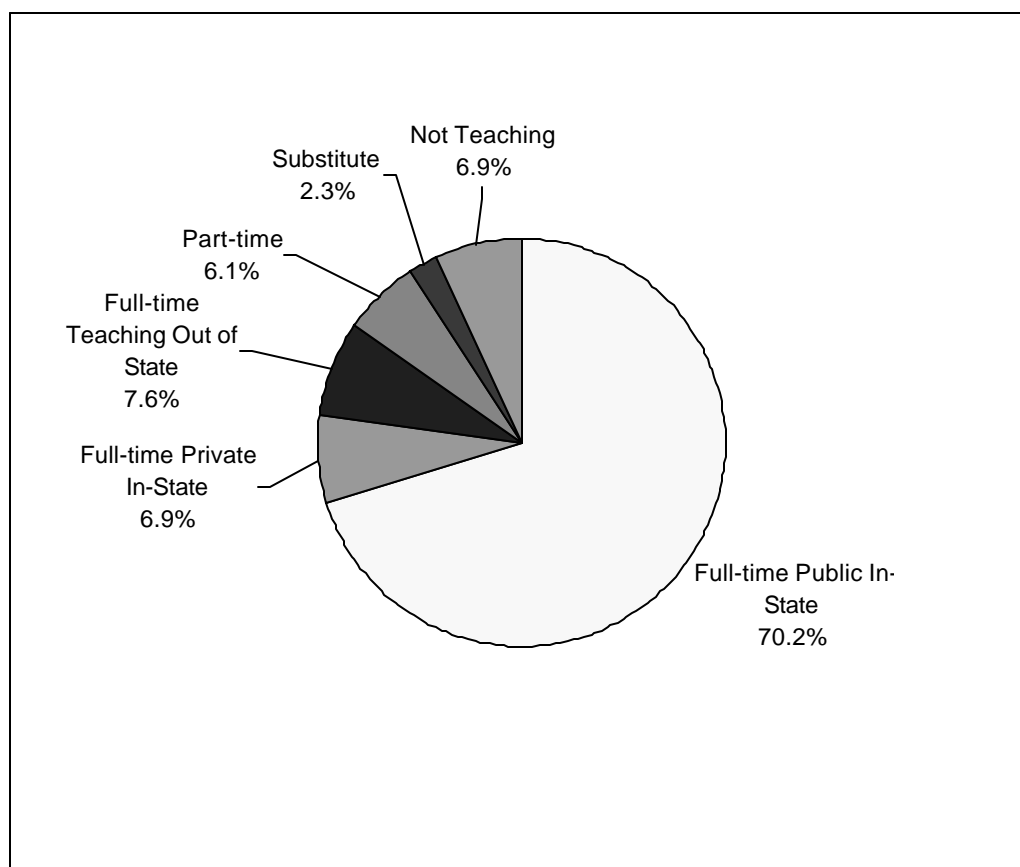
Of the 2000-2001 program completers, 131 returned surveys out of 223 (a 59% return rate). Results indicated 70.2% were teaching full-time in Wisconsin public schools, 8% were teaching full-time in out-of-state schools, 6.9% were teaching full-time in Wisconsin private schools, 6.9% were not teaching, 6.1% were teaching part-time, and 2.3% were substitute teaching. This compares with 1999-2000 figures of 63% teaching in Wisconsin public schools, 5% teaching in Wisconsin private schools, 14% teaching out-of-state, 3% teaching part-time, 5% substitute teaching, and 10% not teaching. In 1998-1999, the figures were 61% teaching in Wisconsin public schools, 5% teaching in Wisconsin private schools, 12% teaching out-of-state, 8% teaching part-time, 5% substitute teaching, and 10% not teaching.

Overall full-time employment rates have increased consistently over the last three years. Those with full-time teaching jobs were 78% of the 1998-1999 group, 82% of the 1999-2000 group, and 85% of the 2000-2001. As discussed elsewhere in this report, full-time employment figures may decline in next year's figures due to national and state economic difficulties.

Table 20Employment Status of 2000-2001 Program Completers by Percentage

Yearly Status of 2000-2001 Completers by Percentage							
	Full-time Public In- State	Full-time Private In- State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
2000-2001	70.2	6.9	7.6	6.1	2.3	6.9	100

Source: Written survey of program completers

Figure 3Yearly Status of 2000-2001 Program Completers by Percentage

Source: Written survey of program completers

Program completers from UW system showed these employment rates: 72% teaching in Wisconsin public schools, 5% teaching in Wisconsin private schools, 8% teaching out-of-state, 6% teaching part-time, 2% substitute teaching, and 6% not teaching. Private college program completers showed these employment figures: 60% teaching in Wisconsin public schools, 15% teaching in Wisconsin private schools, 5% teaching out-of-state, 5% teaching part-time, 5% substitute teaching, and 10% not teaching. This is similar to previous year's statistics indicating

that private college program completers are more likely to teach at private schools, while UW system program completers are more likely to teach at public schools.

Table 21

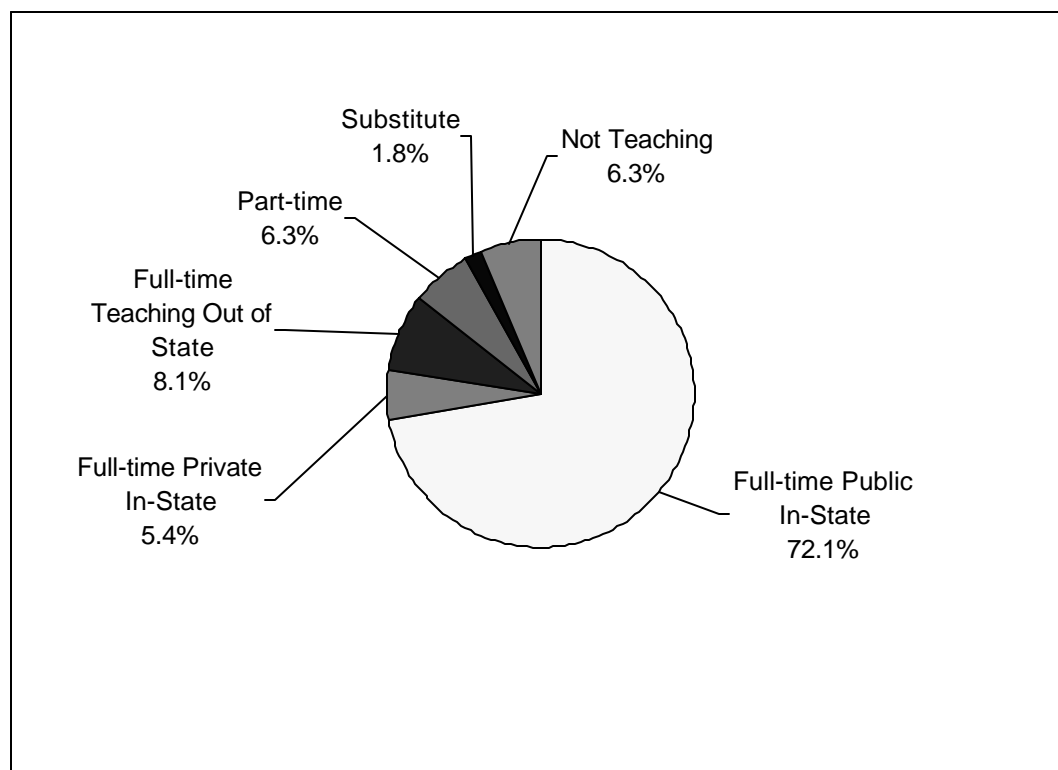
Employment Status of 2000-2001 UW System Program Completers

New Graduates of Public Colleges (return rate = 111/195, 57%)							
	Full-time Public In- State	Full-time Private In- State	Full-time Teaching Out of State	Part- time	Substitute	Not Teaching	Total
Elementary	19	4	2	1	1	2	29
Secondary	24	1	2	1	0	1	29
Special Education	14	0	1	1	0	1	17
Dual	1	0	0	0	1	0	2
Specialized K-12	22	1	4	4	0	3	34
Total	80	6	9	7	2	7	111
Percent	72.1%	5.4%	8.1%	6.3%	1.8%	6.3%	100.0%

Source: Written survey of program completers

Figure 4

Employment status of 2000-2001 UW system program completers

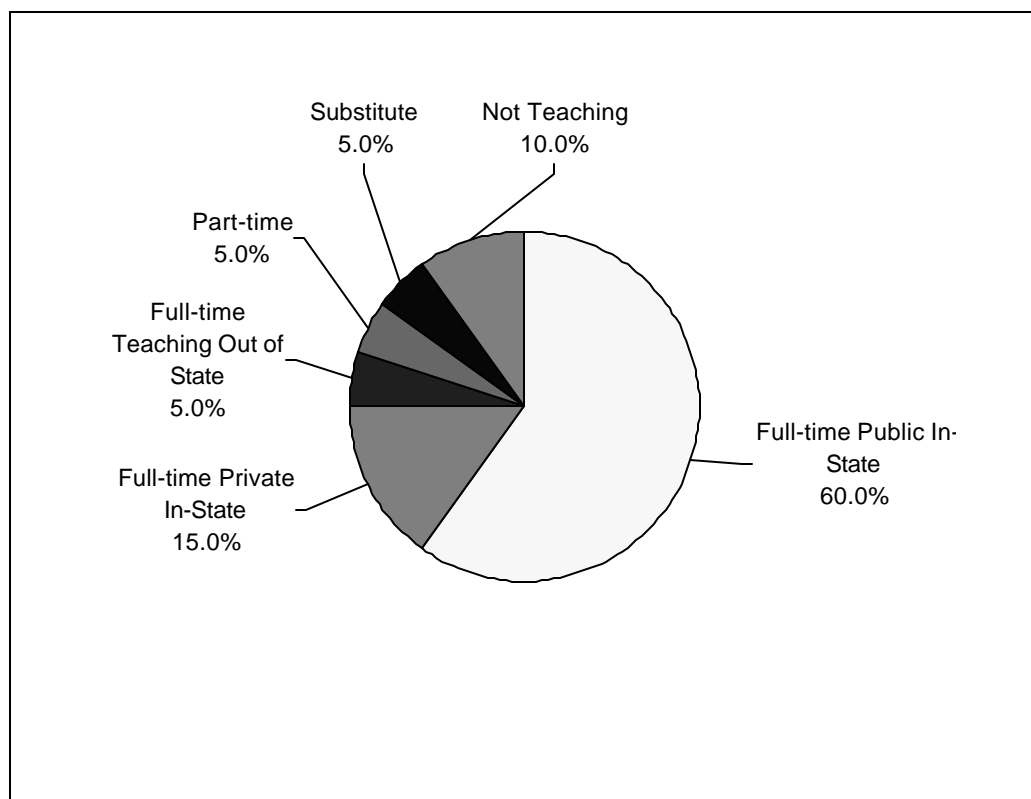


Source: Written survey of program completers

Table 22Employment Status of 2000-2001 Private College Program Completers

New Graduates of Private Colleges (return rate = 20/28, 71%)							
	Full-time Public In- State	Full-time Private In- State	Full-time Teaching Out of State	Part- time	Substitute	Not Teaching	Total
Elementary	5	0	0	1	1	1	8
Secondary	5	3	0	0	0	1	9
Special Education	0	0	0	0	0	0	0
Dual	0	0	0	0	0	0	0
Specialized K-12	2	0	1	0	0	0	3
Total	12	3	1	1	1	2	20
Percent	60.0%	15.0%	5.0%	5.0%	5.0%	10.0%	100.0%

Source: Written survey of program completers

Figure 5Employment Status of 2000-2001 Private College Program Completers

Source: Written survey of program completers

Follow-up surveys of program completers who had completed surveys in previous years indicated that both groups had increased their employment rates compared with previous survey years. A follow-up survey of the 1999-2000 completers showed these results: 67% teaching in Wisconsin public schools, 4% teaching in Wisconsin Private Schools, 14% teaching out-of-state, 5% teaching part-time, 2% substitute teaching, and 7% not teaching. A follow-up survey of 1998-1999 program completers had these results: 77% teaching in Wisconsin public schools, 4% teaching in Wisconsin Private Schools, 8% teaching out-of-state, 5% teaching part-time, 1% substitute teaching, and 5% not teaching. The biggest increase for both groups was full-time working in-state. The 1998-1999 group started at 61%, increased to 74% last year, and reached 77% in this year's survey. The 1999-2000 group increased its full-time in-state figures from 63% last year to 67.4% this year. A list of position changes for each of the previous year survey groups is shown in Tables 25 and 26.

A continuing concern to school districts faced with shortages of substitute teachers is the continued small percentage of program completers who become substitute teachers. The 2000-2001 group had just 2.3% in substitute teaching, down from the 1999-2000 and 1998-1999 figure of 5% during their first year of teaching. Each of those cohorts has shown decreases in the percentage of substitute teaching over time.

Findings of this investigation were similar to those of a University of Wisconsin System study released in September 1999. The UW system survey of program completers found 73% of respondents were full-time teachers, 4% part-time teachers, and 9% substitute teachers. One limitation to survey data is the "volunteer effect." Individuals who are not teaching or are substitute teaching may be less likely to respond to the survey than those who are fully employed. Thus, actual employment rates may be lower than those reported here. Similarly, results about individuals working outside the state may be affected because it may be harder to find current addresses or they may be less likely to return surveys.

Table 23

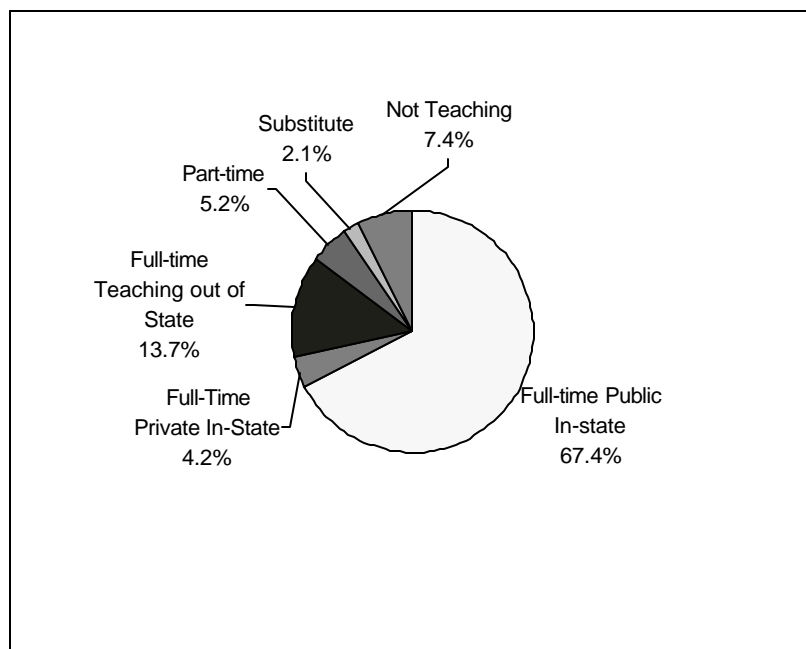
Employment Status of 1999-2000 Program Completers by Percentage

Followup of 1999-2000 Program Completers Current Status (return rate = 95/147, 65%)							
	Full-time Public In- State	Full-time Private In- State	Full-time Teaching Out of State	Part- time	Substitute	Not Teaching	Total
Elementary	22	2	4	1	2	1	32
Secondary	13	2	1	0	0	2	18
Special Education	8	0	2	1	0	3	14
Dual	0	0	0	0	0	0	0
Specialized K-12	21	0	6	3	0	1	31
Total	64	4	13	5	2	7	95
Percent	67.4%	4.2%	13.7%	5.2%	2.1%	7.4%	100.0%
One year earlier	63.0%	5.0%	14.0%	3.0%	5.0%	10.0%	100.0%

Source: Written survey of program completers

Figure 6

Yearly Status of 1999-2000 Program Completers by Percentage



Source: Written survey of program completers

Table 24

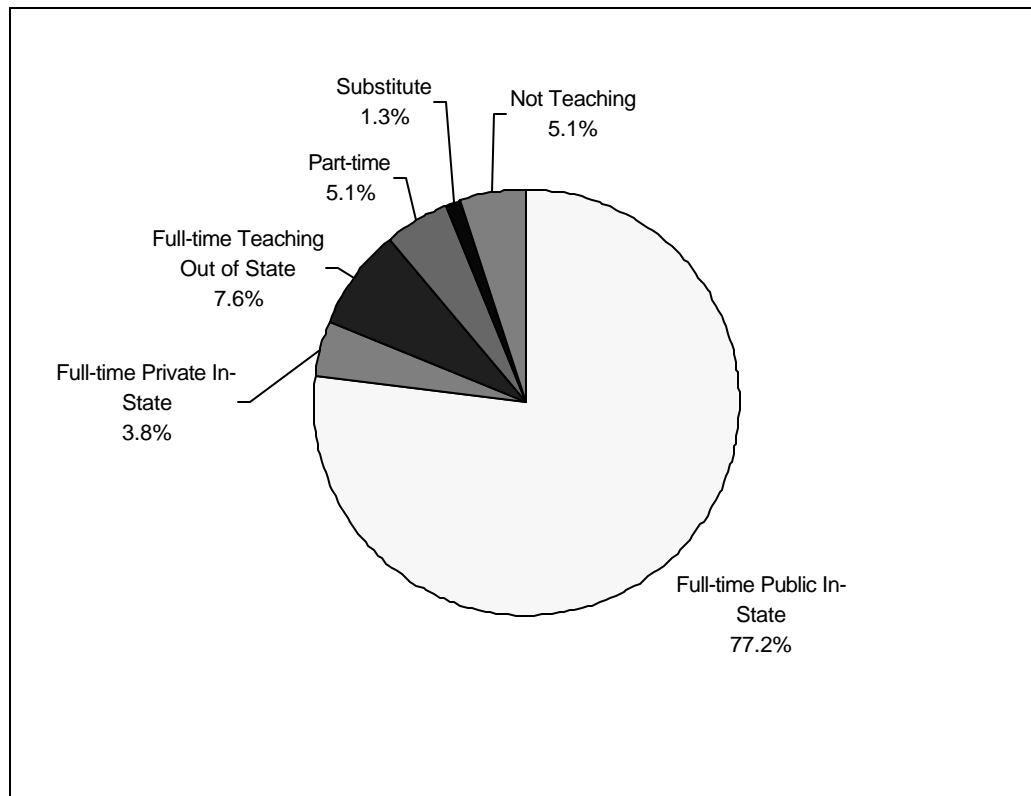
Employment status of 1998-1999 program completers by percentage

Followup of 1998-1999 Program Completers Current Status (return rate = 79/125, 63%)							
	Full-time Public In- State	Full-time Private In- State	Full-time Teaching Out of State	Part- time	Substitut e	Not Teaching	Total
Elementary	27	3	3	2	0	1	36
Secondary	11	0	2	0	0	3	16
Special Education	12	0	1	0	0	0	13
Dual	0	0	0	0	1	0	1
Specialized K-12	11	0	0	2	0	0	13
Total	61	3	6	4	1	4	79
Percent	77.2%	3.8%	7.6%	5.1%	1.3%	5.1%	100.1%
One year earlier	74%	2%	11%	7%	3%	2%	99%
Two years earlier	61%	5%	12%	8%	5%	10%	101%

Source: Written survey of program completers

Figure 7

Yearly Status of 1998-1999 Program Completers by Percentage



Source: Written survey of program completers

Table 25

List of Position Changes for 1999-2000 Program Completers

Description of Status Change for 1999-2000 Program Completers		
Job Status Last Year	Job Status This Year	Number of Program Completers Reporting Change
Full Time Public	Not Teaching	1
Full Time Private	Full Time Public	1
Part-Time	Full Time Public	2
Part-Time	Out of State	1
Substitute	Full Time Public	6
Not Teaching	Full Time Public	1
Not Teaching	Part Time	2
Not Teaching	Out of State	1
Not Teaching	Substitute	1

Source: Written survey of program completers

Table 26

List of Position Changes for 1998-1999 Program Completers

Description of Status Change for 1998-1999 Program Completers		
Job Status Last Year	Job Status This Year	Number of Program Completers Reporting Change
Full Time Public	Part Time	1
Full Time Private	Not teaching	1
Part-Time	Full Time Public	2
Part-Time	Out of State	1
Part-Time	Not teaching	1
Substitute	Part Time	1

Source: Written survey of program completers

Supply and Demand

In Tribal and Native American Schools

Wisconsin has four tribally controlled schools. Three of these schools are Bureau of Indian Affairs (BIA) grant schools. These schools are operated in accordance with PL93-638. The fourth tribally-controlled school, Mashkiisiibii School, is an alternative school. The school is located at Bad River. BIA grant schools include:

- Lac Courte Oreilles Ojibwe School (Kindergarten - 12)
- Menominee Tribal School (Kindergarten - 8)
- Oneida Nation School System (Kindergarten - 12)

There are three schools in the state that have predominately Native American enrollments, but are not tribal schools. These include:

- Indian Community School (in Milwaukee)
- Lac du Flambeau Elementary School (Kindergarten - 8)
- Menominee Indian School District (Kindergarten - 12)

Indian Community School in Milwaukee is a private school. Lac du Flambeau Elementary and Menominee Indian School District are public schools

This year supply and demand data were collected from all the schools mentioned above. Data from Lac du Flambeau Elementary and Menominee Indian School District were collected and included in aggregate data in the comprehensive supply and demand study, therefore they are not included in this section. Data for other schools were collected by phone.

Respondents reported a total of 13 emergency licensed teachers hired for the 2001-2002 school year. Four (31%) of the 13 new hires with emergency were in special education, four (31%) elementary, one native culture, one middle school math, and three unknown.

All five respondents reported the number of vacancies filled for 2001-2002 school year. Four of the five indicated the number of applicants. The number of vacancies across schools ranged from seven to zero. The five schools had a total of sixteen vacancies. A total of 25 applicants were reported for the four schools that supplied these data. The ratio of applicants to vacancies was 0.64 for the four schools reporting both data sets. All positions reported as filled for the year were full-time.

Respondents considered special education, math, and family education as areas of most need in the future. Respondents reported that approximately 80 vacancies were anticipated in the next five years. A breakdown of subject areas is not available, but several areas were mentioned by respondents. These areas included mathematics, science, special education, native culture, and physical education.

Employment Outlook Across Selected License/Subject Areas

Following are ratings of employment outlook across selected license/subject areas. Outlooks were based on ratings of supply provided by Wisconsin school districts. Rating of supply was chosen as the determinant of outlook for the following reasons: (a) The correlation between ratings of supply and ratio of applicants to vacancies was 0.76, meaning the two statistics yield similar results. (b) The ratio of applicants to vacancies may inflate the supply of available teachers since individuals frequently apply to more than one vacancy. Thus, school district supply ratings of supply may be a more precise measure than applicants to vacancies. (c) The applicant to vacancy ratio is becoming less meaningful as more districts are using statewide electronic databases of teacher candidates. (d) This measure provides a quantitative approach to rating employment outlooks.

Outlooks were determined using the following procedure. First, the overall mean of supply ratings was calculated (2.019). Second, the standard deviation was calculated for the data set (0.456). Third, an initial interval of 0.5 standard deviation above and below the mean was established. Supply ratings within this interval were rated as "average employment outlook." Additional intervals were established in 0.5 standard deviation increments and assigned an employment outlook category. Fourth, supply ratings for licensure/subject areas were categorized. These categories are based on comparisons among the various certification categories for Wisconsin teachers. Thus, "demand above average" means teachers in these certification areas have greater demand than those in the average or below average categories. Table 27 is a listing of categories, criteria, and licensure/subject area.

No single measure is a perfect indicator of employment outlook across licensure/subject areas. Table 28 includes a summary of data that may assist the reader in formulating employment outlooks using different measures. Data from the following measures are included: (a) rating of supply as indicated by school districts, (b) ratio of applicants per vacancy, and (c) number of emergency licensees hired to fill 2000-2001 positions school districts reported to DPI. In general, supply and demand inferences for license/subject areas were consistent across data sets.

Table 27Categories and Criteria for Employment Outlook

<u>Category</u>	<u>Criteria</u>	<u>Licensure/Subject Areas</u>
Demand Well Above Average	Below 1.561	Deaf/Hearing Impaired, Visually Impaired, Agriculture, Cross Categorical, ESL/Bilingual, Emotional Behavioral Disability, Reading Specialist, Technology Education, Library/Media, Family/Consumer Ed, Cognitive Disabilities, PT/OT
Demand Above Average	1.562 – 1.790	Business Ed, Physics, Mathematics, Chemistry, Learning Disabilities, Foreign Language, Reading Teacher, Music
Demand Average	1.791 – 2.247	Early Childhood Special Ed, Speech/Lang Pathology, School Psychologist, Director of Special Ed, Biology, Superintendent, School Social Worker, Curriculum Director, Journalism/Speech, School Nurse
Demand Below Average	2.248 – 2.476	Earth Science, General Science, School Counselor
Demand Well Below Average	Above 2.477	High School Principal, English/Language Arts, Elementary Principal, Art, Middle School Principal, Early Childhood/Kindergarten, Phys Ed, Social Studies, Elementary

Table 28Summary of Employment Outlook Data

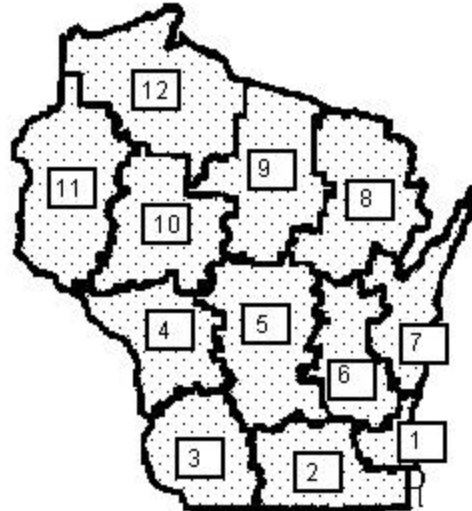
License Area	Rating of Supply	Ratio of Applicants to Vacancies	New Emergency Hires
ELEMENTARY			
Early Childhood/Kindergarten	2.948	16.84	233
Elementary	3.585	11.14	
MIDDLE/HIGH SCHOOL			
Biology	2.077	9.74	118
Chemistry	1.700	6.83	
Earth Science	2.250	12.26	
Physics	1.632	4.53	
General Science	2.291	13.67	
English/Language Arts	2.549	11.56	64
Journalism Speech	2.167	5.56	
Mathematics	1.689	7.02	85
Computer Science	n/a	n/a	
Social Studies	3.322	24.79	29
SPECIAL FIELDS			
Agriculture	1.211	5.71	8
Art	2.588	11.92	11
Business Education	1.565	5.29	40
Family/Consumer Education	1.500	4.37	17
Foreign Language	1.711	5.64	99
Music	1.779	6.89	75
Physical Education	3.130	20.37	17
Technology Education	1.474	4.86	60
SPECIAL EDUCATION			
Cognitive Disabilities	1.511	4.81	159
Cross Categorical	1.373	2.80	69
Deaf/Hearing Impaired	1.000	3.13	3
Early Childhood Special Ed	1.818	3.78	57
Emotional Behavioral Dis	1.397	3.66	449
Learning Disabilities	1.706	5.95	418
Speech/Language Pathology	1.836	4.34	23
Visually Impaired	1.000	1.00	3
PT/OT	1.556	3.31	N/A
SPECIALIZED PERSONNEL			
Reading Specialist	1.414	3.31	133
Reading Teacher	1.750	6.45	
ESL	1.375	2.34	295
Library/Media	1.488	4.01	92
School Counselor	2.440	12.16	30
School Nurse	2.200	6.06	N/A
School Psychologist	1.855	7.33	5
School Social Work	2.100	7.43	8
ADMINISTRATORS			
Curriculum Director	2.118	11.45	N/A
Director of Special Education	2.059	8.94	N/A
Elementary Principal	2.571	19.31	N/A
Middle School Principal	2.704	19.26	N/A
High School Principal	2.500	20.15	N/A
Superintendent	2.091	14.56	N/A

Elementary Education

Elementary

Outlook: Well Below Average

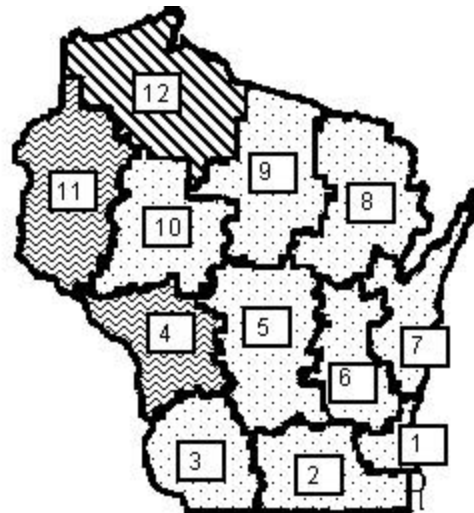
- School district supply rating was in the well above normal supply range
- Ratio of applicants to vacancies was 11.14
- Number of emergency hires school districts reported to DPI was 233 (Elementary and Early Childhood).



Pre-kindergarten/Kindergarten

Outlook: Well Below Average

- School district supply rating was in the well above normal supply range
- Ratio of applicants to vacancies was 16.84
- Number of emergency hires school districts reported to DPI was 233 (Elementary and Early Childhood).



Key

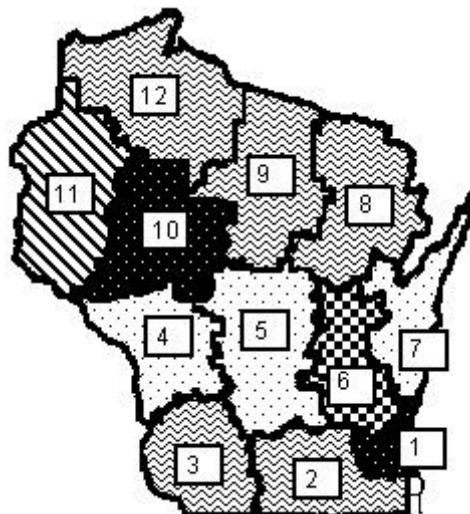
	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Secondary Education

Biology

Outlook: Average

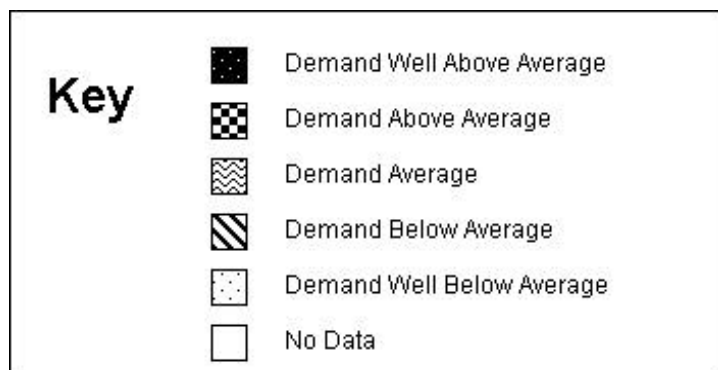
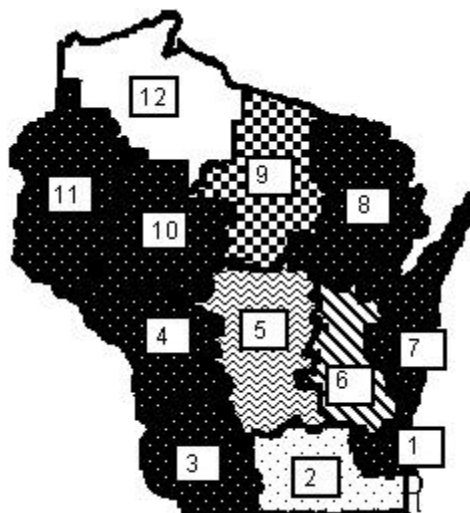
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 9.74
- Number of emergency hires school districts reported to DPI was 118 (All science areas)



Chemistry

Outlook: Above Average

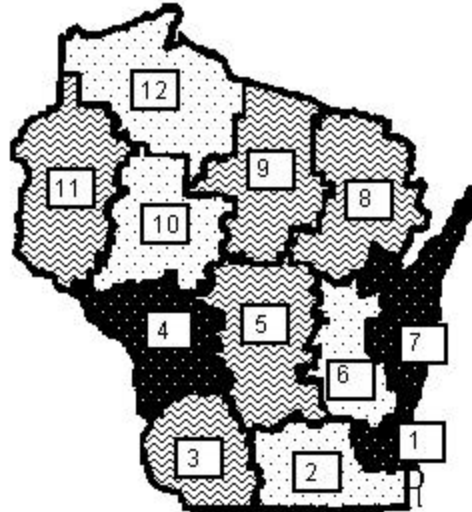
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 6.83
- Number of emergency hires school districts reported to DPI was 118 (All science areas)



Earth Science

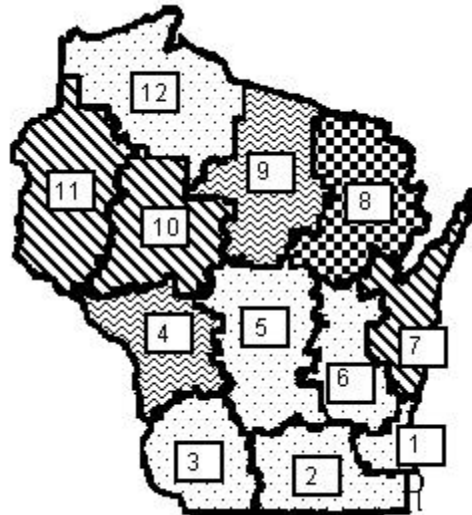
Outlook: Below Average

- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 12.26
- Number of emergency hires school districts reported to DPI was 118 (All science areas)

English/Language Arts

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 11.56
- Number of emergency hires school districts reported to DPI was 64 (English/Language arts and Journalism)

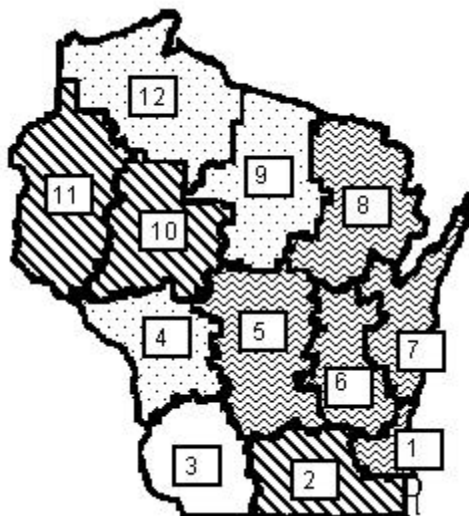
**Key**

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	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

General Science

Outlook: Below Average

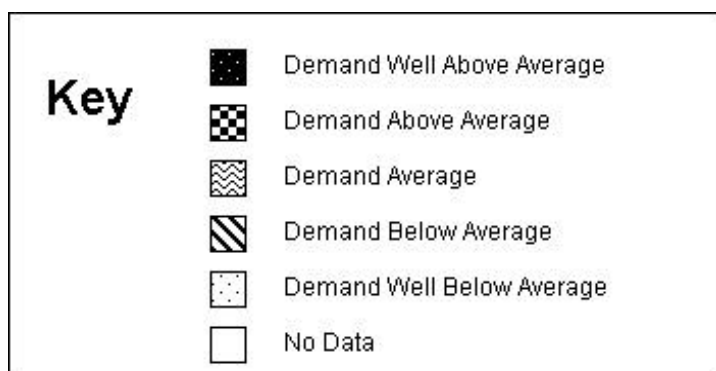
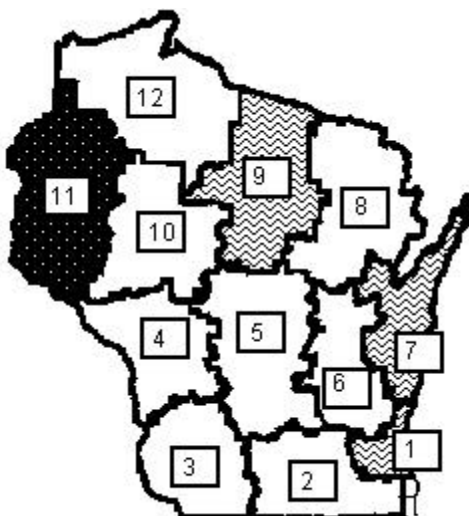
- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 13.67
- Number of emergency hires school districts reported to DPI was 118 (All science areas)



Journalism/Speech

Outlook: Average

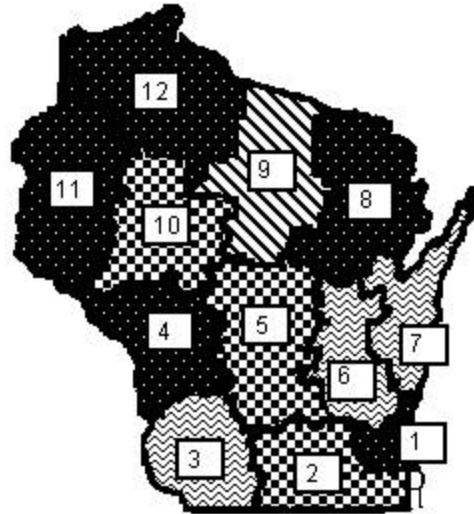
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 5.56
- Number of emergency hires school districts reported to DPI was 64 (English/Language arts and Journalism)



Mathematics

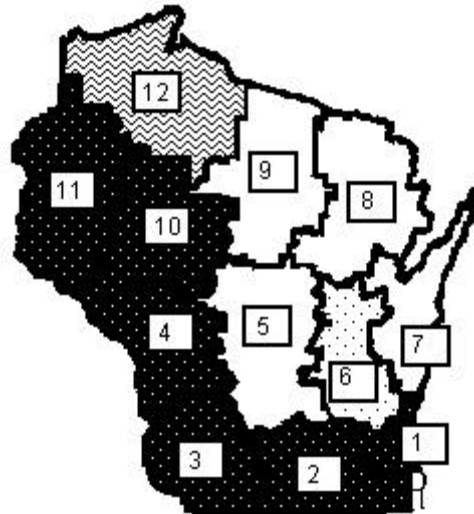
Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 7.02
- Number of emergency hires school districts reported to DPI was 85

Physics

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 4.53
- Number of emergency hires school districts reported to DPI was 118 (All science areas)

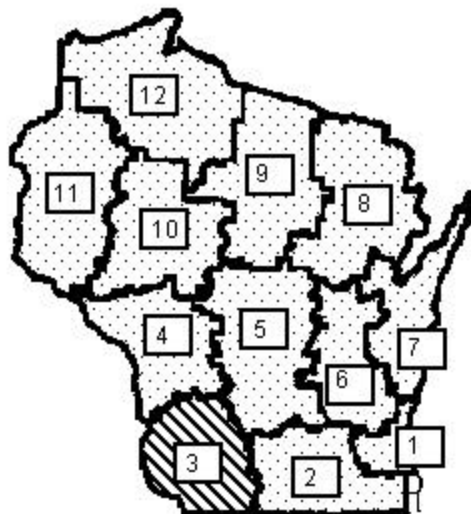
**Key**

	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Social Studies

Outlook: Well Below Average

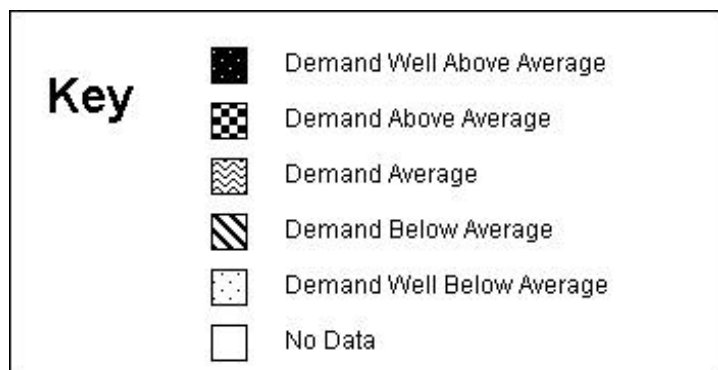
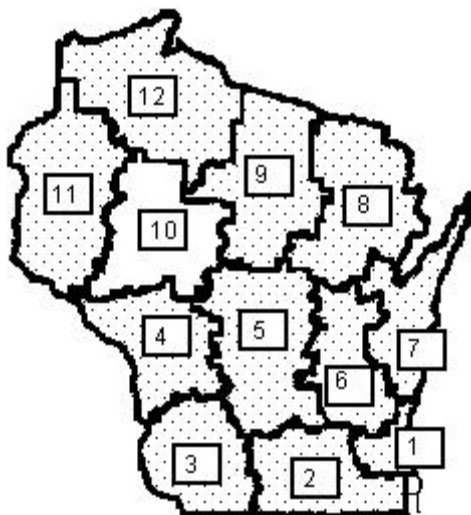
- School district supply rating was in the well above normal supply range
- Ratio of applicants to vacancies was 24.79
- Number of emergency hires school districts reported to DPI was 29



Physical Education

Outlook: Well Below Average

- School district supply rating was in the well above normal supply range
- Ratio of applicants to vacancies was 20.37
- Number of emergency hires school districts reported to DPI was 17

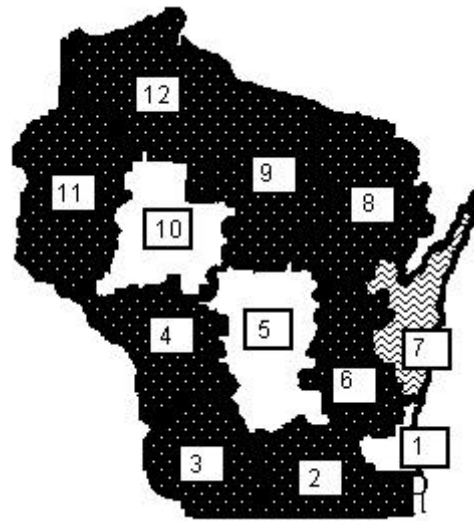


Special Fields

Agriculture

Outlook: Well Above Average

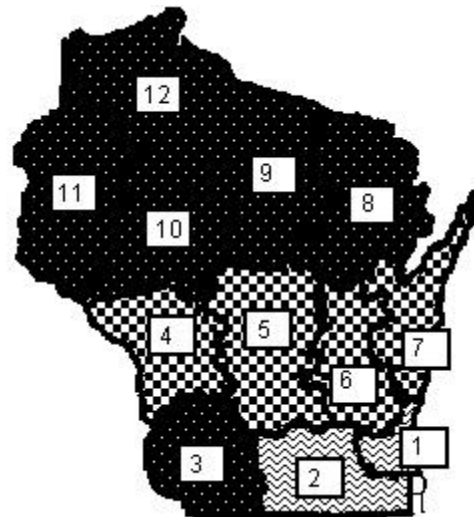
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 5.71
- Number of emergency hires school districts reported to DPI was 8



Foreign Language

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.64
- Number of emergency hires school districts reported to DPI was 99



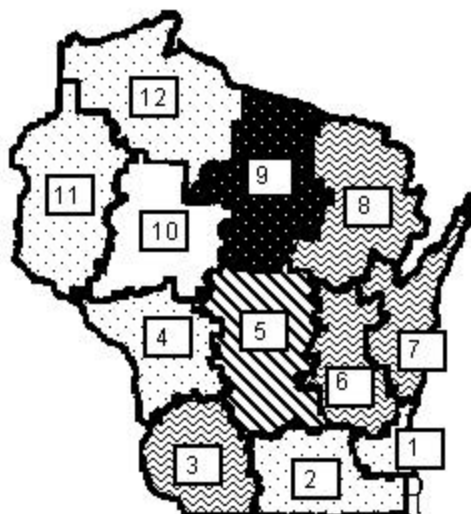
Key

	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Art

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 11.92
- Number of emergency hires school districts reported to DPI was 11









Business Education

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.29
- Number of emergency hires school districts reported to DPI was 40

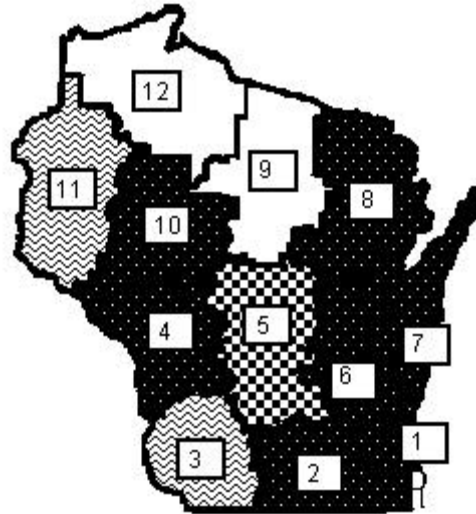


Key	
	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Family and Consumer Education

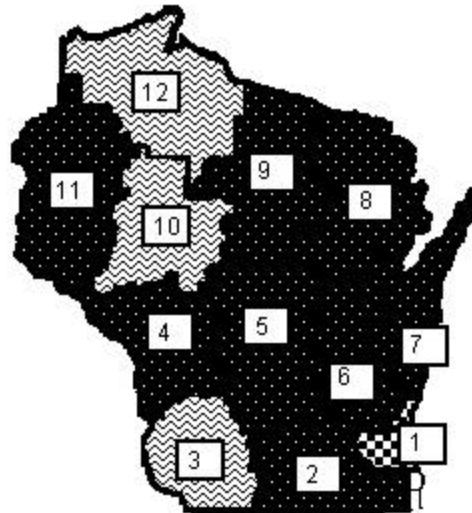
Outlook: Well Above Average

- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 4.37
- Number of emergency hires school districts reported to DPI was 17

Technology Education

Outlook: Well Above Average

- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 4.86
- Number of emergency hires school districts reported to DPI was 60

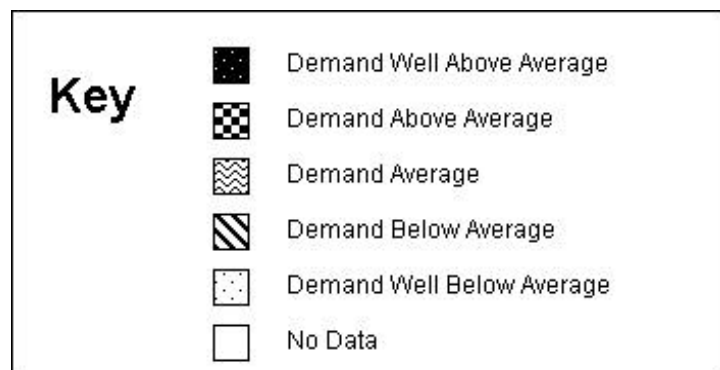
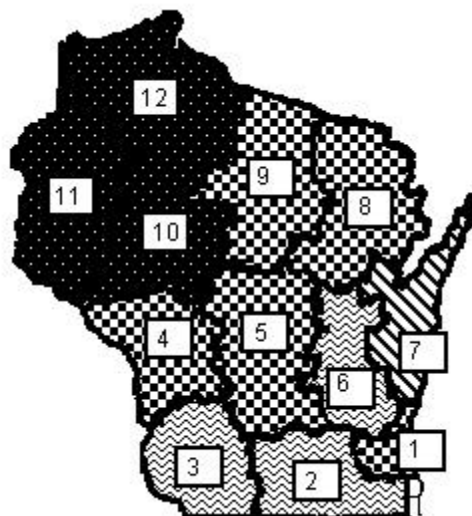
**Key**

	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Music

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 6.89
- Number of emergency hires school districts reported to DPI was 75

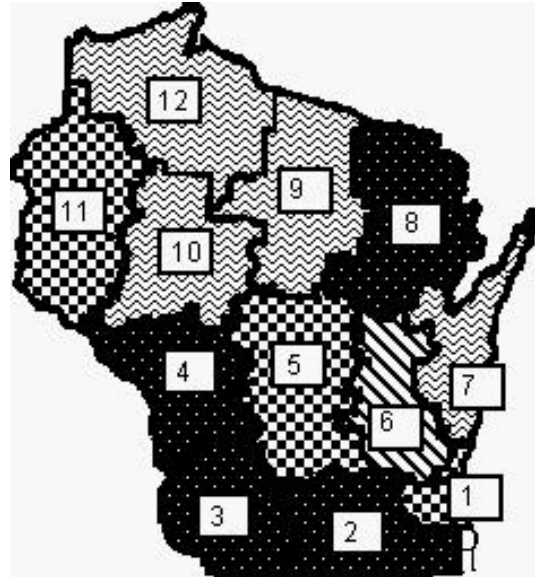


Special Education

Learning disabilities

Outlook: Above Average

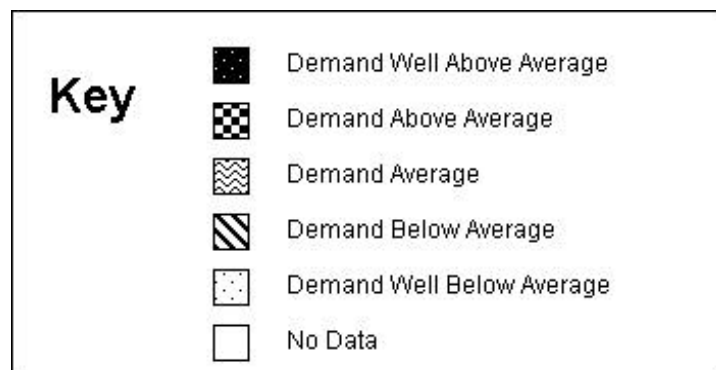
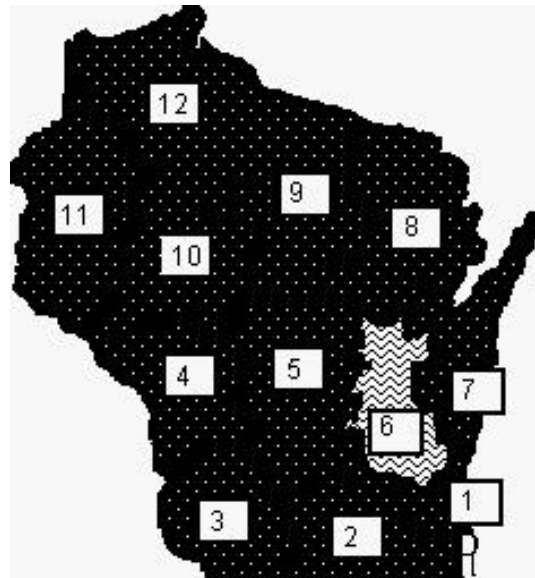
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.95
- Number of emergency hires school districts reported to DPI was 418



Emotional Behavioral Disability

Outlook: Well Above Average

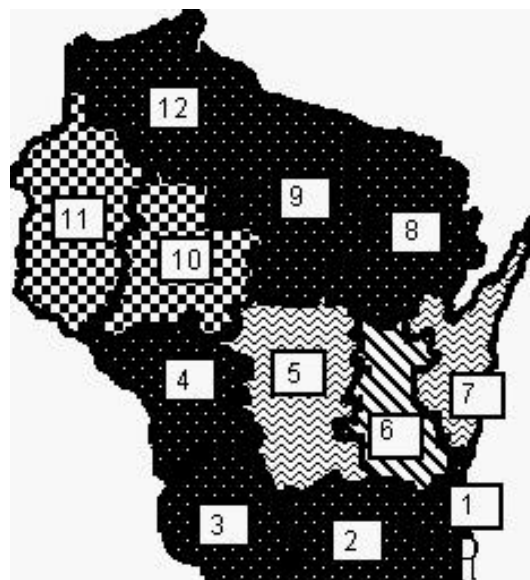
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 3.66
- Number of emergency hires school districts reported to DPI was 449



Cognitive Disabilities

Outlook: Well Above Average

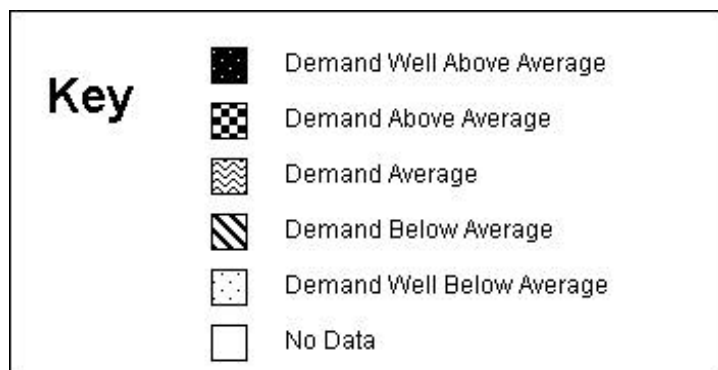
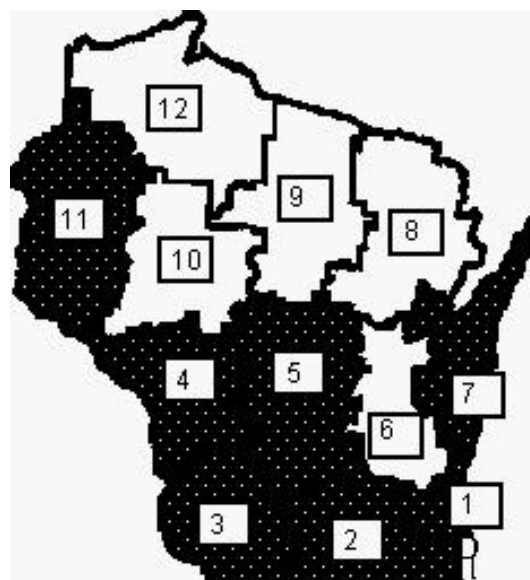
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 4.81
- Number of emergency hires school districts reported to DPI was 159



Vision Impairment

Outlook: Well Above Average

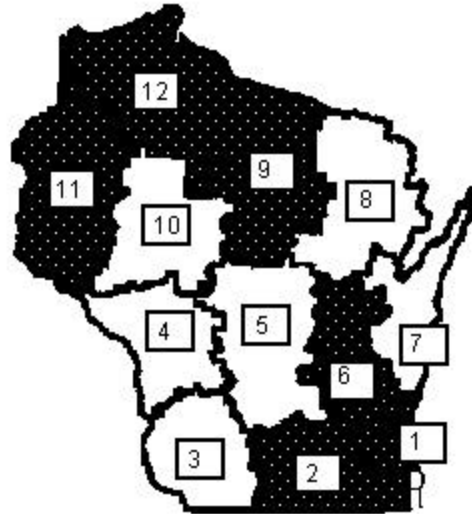
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 1.0
- Number of emergency hires school districts reported to DPI was 3



Deaf/Hearing Impairment

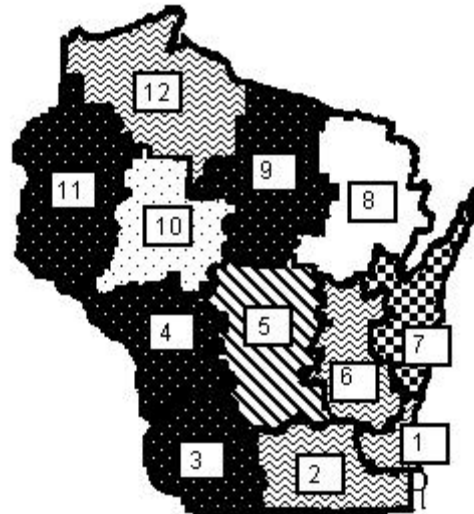
Outlook: Well Above Average

- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 3.13
- Number of emergency hires school districts reported to DPI was 3

Speech and Language Pathologist

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 4.34
- Number of emergency hires school districts reported to DPI was 23

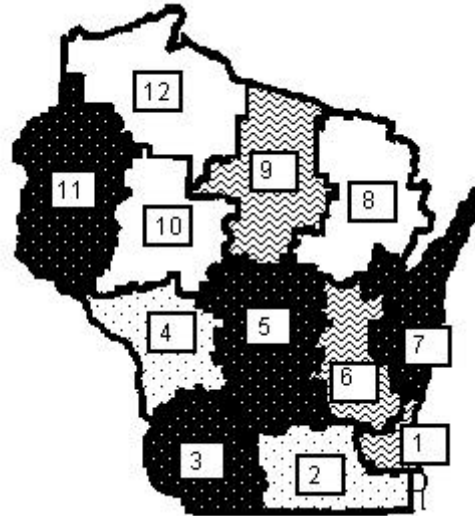
**Key**

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	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Early Childhood Special Education

Outlook: Average

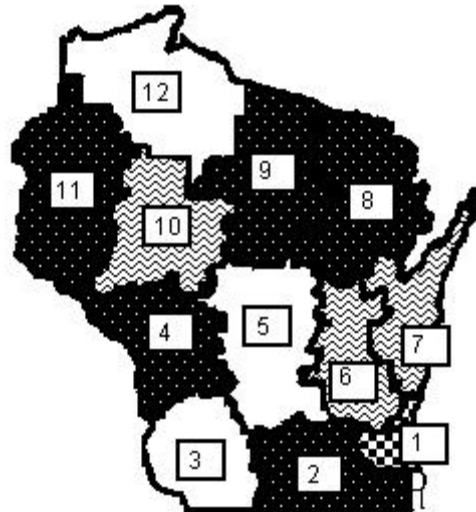
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 3.78
- Number of emergency hires school districts reported to DPI was 57









Physical Therapist/Occupational Therapist

Outlook: Well Above Average

- School district supply rating was in the well below normal range
- Ratio of applicants vacancies was 3.31

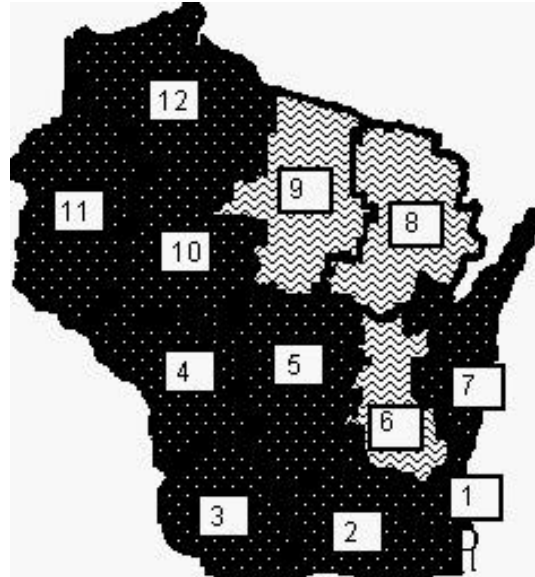




Key		Demand Well Above Average
		Demand Above Average
		Demand Average
		Demand Below Average
		Demand Well Below Average
		No Data

Cross Categorical

Outlook: Well Above Average

- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 2.80
- Number of emergency hires school districts reported to DPI was 69

**Key**

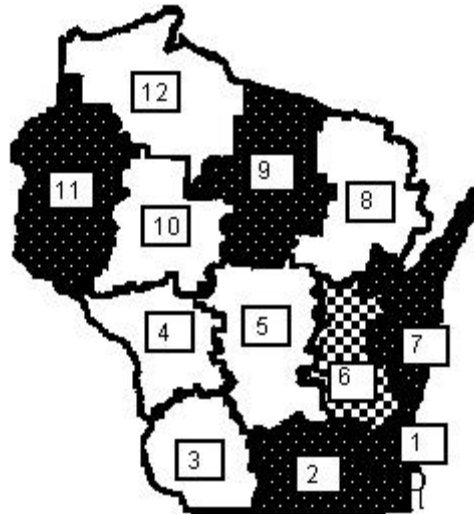
	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Specialized Personnel

ESL/Bilingual

Outlook: Well Above Average

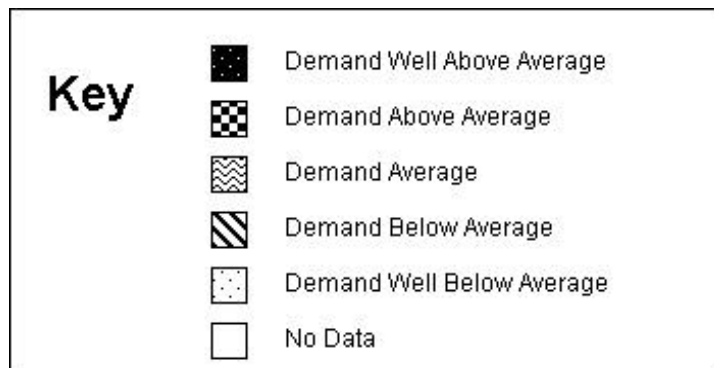
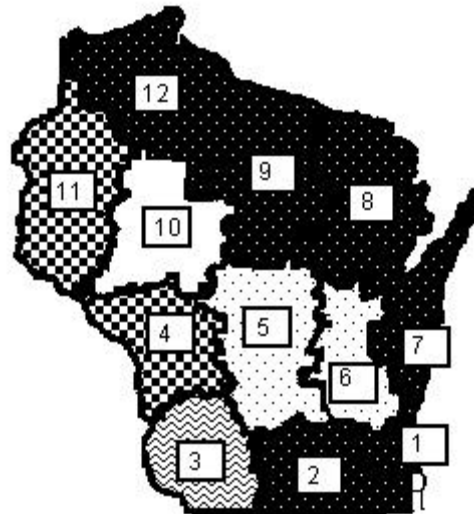
- School district supply rating was in the well below normal range
Ratio of applicants to vacancies was 2.34
- Number of emergency hires school districts reported to DPI was 295



Library/Media

Outlook: Well Above Average

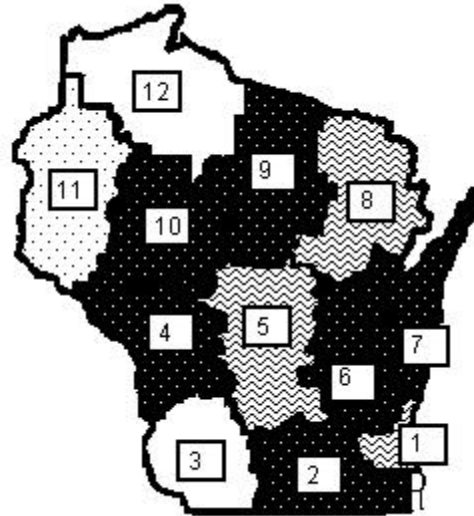
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 4.01
- Number of emergency hires school districts reported to DPI was 92



Reading Specialist

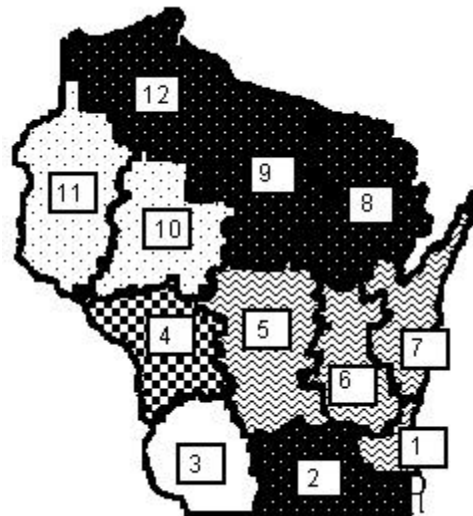
Outlook: Well Above Average

- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 3.31
- Number of emergency hires school districts reported to DPI was 133 (Reading specialist and reading teacher)

Reading Teacher

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 6.45
- Number of emergency hires school districts reported to DPI was 133 (Reading specialist and reading teacher)

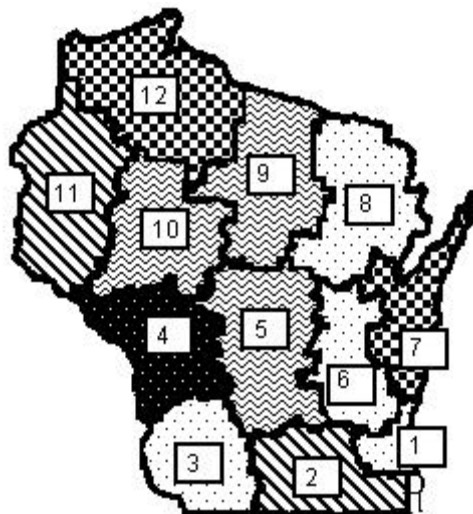
**Key**

	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

School Counselor

Outlook: Below Average

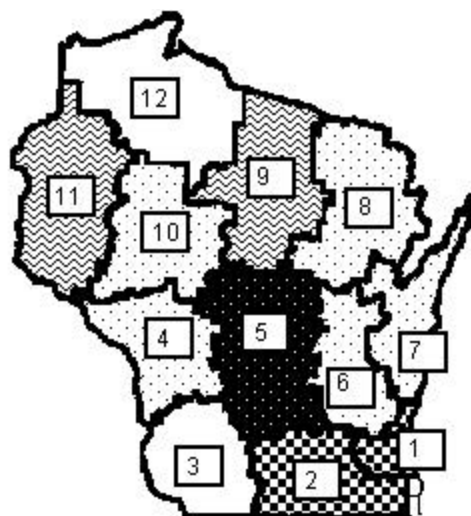
- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 12.16
- Number of emergency hires school districts reported to DPI was 30









School Nurse

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 6.06

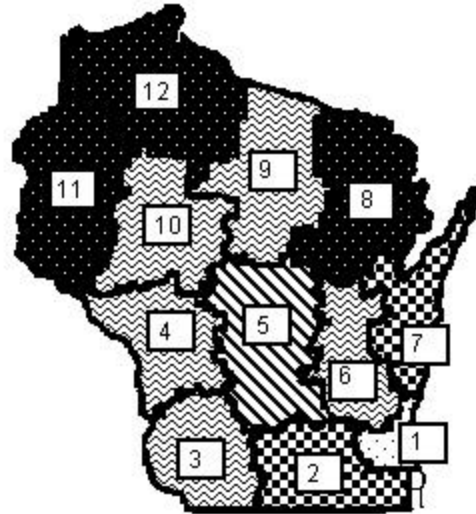


Key		Demand Well Above Average
		Demand Above Average
		Demand Average
		Demand Below Average
		Demand Well Below Average
		No Data

School Psychologist

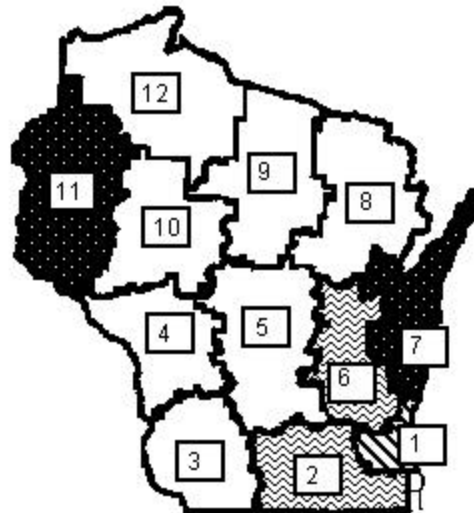
Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 7.33
- Number of emergency hires school districts reported to DPI was 5

School Social Worker

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 7.43
- Number of emergency hires school districts reported to DPI was 8

**Key**

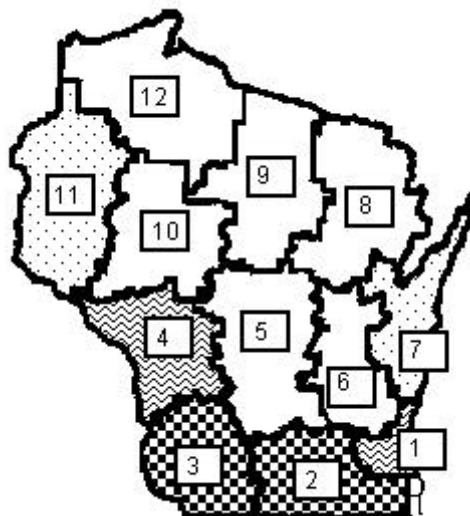
	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Administrators

Curriculum Director

Outlook: Average

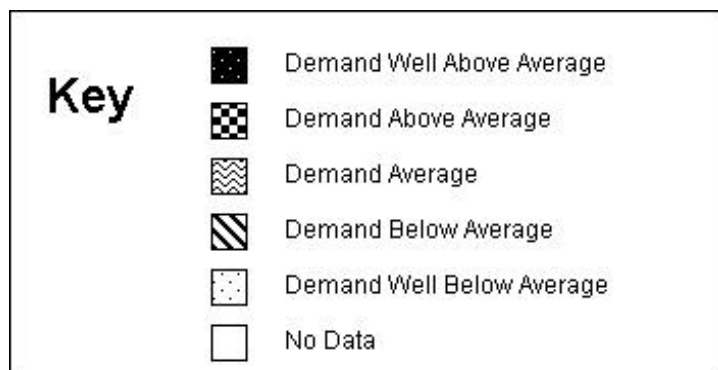
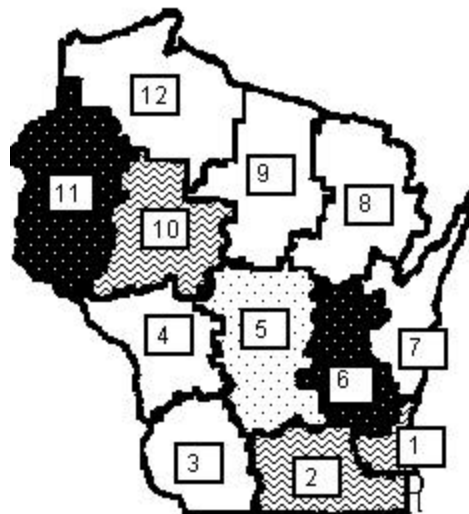
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 11.45



Director of Special Education

Outlook: Average

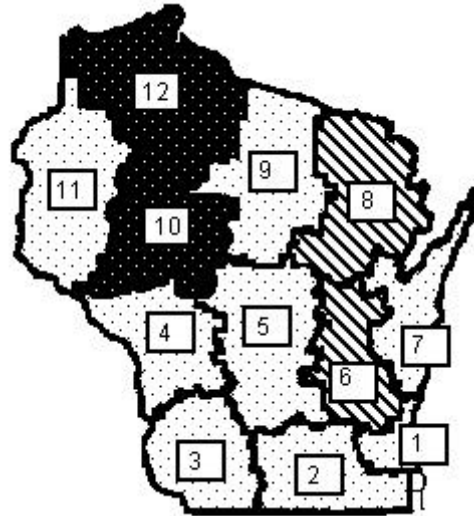
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 8.94



Elementary Principal

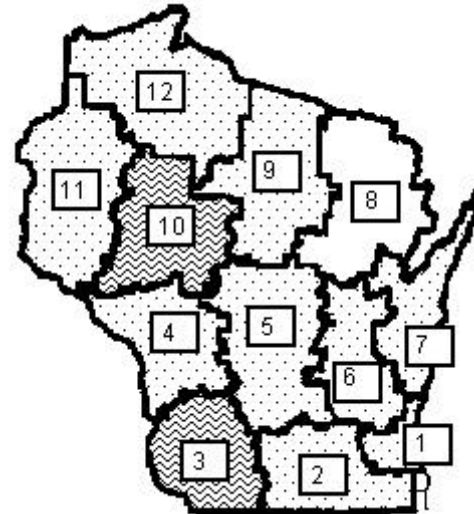
Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 19.31

Middle School Principal

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 19.26

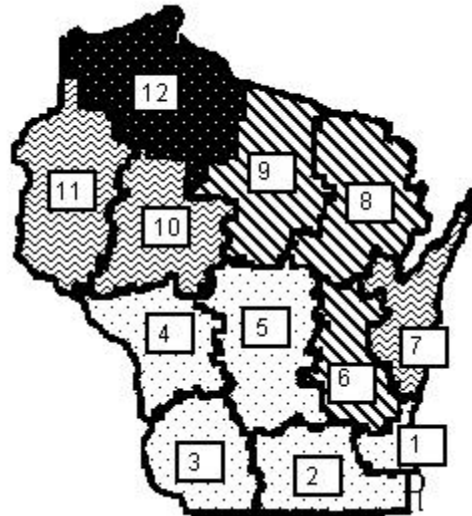
**Key**

	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

High School Principal

Outlook: Well Below Average

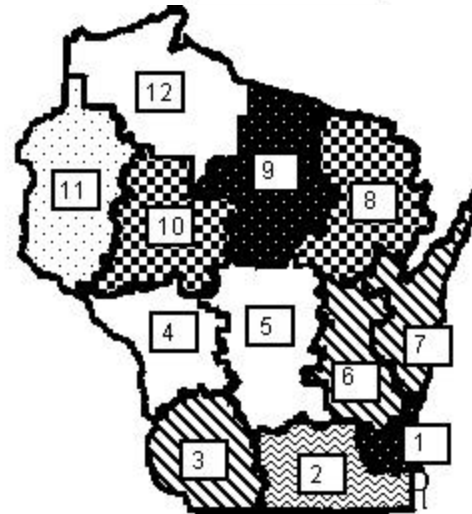
- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 20.15









Superintendent

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 14.56



Key	
	Demand Well Above Average
	Demand Above Average
	Demand Average
	Demand Below Average
	Demand Well Below Average
	No Data

Appendix A

Educator Supply and Demand Rating Scale for School District Analysis

A Licensure/Subject Areas	B Number of Vacancies	C Number of Applicants	D F=Full—time P=Parttime	E Rating of Supply	F 5-year Projection
Elementary	X	X	X	X	X
Early C/Kindergar					
Elementary					
Other					
Mid/High School	X	X	X	X	X
Biology					
Chemistry					
Earth Science					
Eng./Lang. Arts					
General Science					
Journalism/Speech					
Mathematics					
Physics					
Social Studies					
Other					
Special Fields	X	X	X	X	X
Agriculture					
Art					
Business Ed					
Fam/Consum Ed.					
Foreign Language					
Music					
Phys. Ed.					
Technology Ed.					
Other					
Special Education	X	X	X	X	X
Cognitive Disabil.					
Cross Categorical					
Deaf/Hear Impair.					
Early Child: EEN					
Emotional Dis.					
Learning Disabil.					
Speech/Lang. Path					
Visually Imp.					
PT/OT					
Other					
Specialized Personnel	X	X	X	X	X
ESL/Bilingual					
Library/Media					
Reading Specialist					
Reading Teacher					
Sch. Counselor					
Sch. Nurse					
Sch. Psychologist.					
Sch. Social Work.					
Other					
Administrators	X	X	X	X	X
Curriculum Dir.					
Dir. of Spec. Ed.					
Elem. Principal					
Mid. Sch. Principal					

Additional information:

Emergency licenses (EL)

How many vacancies for the 2000-2001 school year were filled by individuals with EL?

What licensure/subject areas and grade levels were these individuals hired to fill?

Critical Shortage

Given projections of vacancies over the next five years which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?

School District Data Collection

Given the complexity of supply and demand data what capabilities would be most useful in a software program for your school district?

Please feel free to make any comments you feel could contribute to this study.

Abbotsford

Appendix B

Districts Responding to Survey

Adams-Friendship	Brown County CDEB	De Forest
Albany	Brown Deer	DePere
Algoma	Bruce	DeSoto
Alma Center	Burlington	Deerfield
Alma	Cadott	Delavan-Darien
Altoona	Calumet County CDEB	Denmark
Amery	Cambridge	Dodgeland
Antigo	Cameron	Dodgeville
Appleton	Campbellsport	Dover #1
Arrowhead	Cashton	Drummond
Ashland	Cassville	Durand
Ashwaubenon	Cedar Grove-Belgium	East Troy
Athens	Cedarburg	Eau Claire
Auburndale	Central/Westosha UHS	Edgar
Augusta	Chetek	Edgerton
Baldwin-Woodville	Chippewa Falls	Elcho
Bangor	Clayton	Elk Mound
Barneveld	Clinton	Elkhart Lake-Glenbeulah
Barron	Clintonville	Elkhorn
Bayfield	Cochrane-Fountain City	Ellsworth
Beaver Dam	Colby	Evansville
Beecher-Dunbar-Pembine	Coleman	Fall Creek
Belleville	Colfax	Fall River
Belmont	Columbus	Fennimore
Beloit	Cooperative Ed Serv Agcy 01	Flambeau
Beloit Turner	Cooperative Ed Serv Agcy 03	Florence
Benton	Cooperative Ed Serv Agcy 04	Fond Du Lac
Berlin	Cooperative Ed Serv Agcy 05	Fox Point J2
Birchwood	Cooperative Ed Serv Agcy 06	Franklin
Black Hawk	Cooperative Ed Serv Agcy 09	Frederic
Black River Falls	Cooperative Ed Serv Agcy 10	Freedom
Blair-Taylor	Cooperative Ed Serv Agcy 11	Friess Lake
Bloomer	Cooperative Ed Serv Agcy 12	Galesville-Ettrick-Tremp
Bonduel	Cornell	Geneva J4 Sch Dist
Boscobel	Crandon	Genoa City J2
Boulder Junction	Crivitz	Germantown
Boyceville	Cuba City	Gibraltar Area
Brighton #1	Cudahy	Gillett
Brillion	Cumberland	Gilman
Bristol #1	D C Everest	Gilmanton
Brodhead	Darlington	Glendale-River Hills

Glenwood City	Linn J4	New Berlin
Glidden	Linn J6	New Glarus
Goodman-Armstrong	Little Chute	New Lisbon
Grafton	Lomira	New London
Granton	Loyal	Niagara
Grantsburg	Luxemburg-Casco	Nicolet UHS
Green Lake	Madison	Norris
Greendale	Manitowoc	North Cape
Greenfield	Maple Dale-Indian Hill	North Crawford
Greenwood	Maple	North Fond du Lac
Hamilton	Marathon City	Northern Ozaukee
Hartford J1	Marinette	Northwood
Hartford UHS	Marion	Norwalk-Ontario-Wilton
Hartland-Lakeside J3	Markesan	Norway J7
Hayward	Marshfield	Oak Creek-Franklin
Highland	Mauston	Oakfield
Hilbert	Mayville	Oconomowoc
Hillsboro	McFarland	Oconto Falls
Holmen	Medford	Oconto
Horicon	Mellen	Omro
Hortonville	Melrose-Mindoro	Oostburg
Howards Grove	Menasha	Oregon
Howard-Suamico	Menominee Indian	Osceola
Hudson	Menomonee Falls	Oshkosh
Hurley	Menomonie Area	Osseo-Fairchild
Hustisford	Mequon-Thiensville	Owen-Withee
Iola-Scandinavia	Mercer	Palmyra-Eagle
Iowa-Grant	Merrill	Pardeeville
Ithaca	Merton	Paris J1
Janesville	Milton	Park Falls
Johnson Creek	Milwaukee	Parkview
Kaukauna	Minocqua J1	Pecatonica
Kenosha	Mishicot	Pepin
Kewaskum	Monroe	Phelps
Kewaunee	Montello	Phillips
Kimberly	Monticello	Pittsville
LaCrosse	Mosinee	Platteville
La Farge	Mount Horeb	Plum City
Lac du Flambeau #1	Mukwonago	Port Washington
Ladysmith-Hawkins	Muskego-Norway Sch Dist	Portage
Lake Holcombe	Necedah	Potosi
Lakeland UHS	Neenah	Poynette
Lancaster	Neillsville	Prairie du Chien
Laona	Neosho J3	Prairie Farm
Lena	New Auburn	Prescott

Princeton	Spoooner	Westfield
Pulaski	Stanley-Boyd	Weston
Racine County CDEB	Stevens Point	Weyauwega-Fremont
Racine	Stockbridge	Weyerhaeuser
Randall J1	Stone Bank	Wheatland J1
Randolph-508	Stoughton	White Lake
Raymond # 14	Stratford	Whitehall
Reedsburg	Sturgeon Bay	Whitewater
Reedsville	Sun Prairie	Whitnall
Rhineland	Superior	Wild Rose
Rib Lake	Suring	Williams Bay
Rice Lake Area	Swallow	Wilmot Grade
Rice Lake	Thorp	Wilmot UHS
Richland	Three Lakes	Winneconne
Rio	Tigerton	Winter
River Falls	Tomah	Wisconsin Dells
River Ridge	Tomorrow River	Wisconsin Heights
River Valley	Trevor Grade	Wonewoc-Union Center
Riverdale	Tri-County	Woodruff J1
Rosendale-Brandon	Twin Lakes #4	Wrightstown
Rosholt	Two Rivers	Yorkville J2
Royall	Union Grove J1	
Rubicon J6	Union Grove UHS	
Saint Croix Falls	Unity	
Salem J2	Valders	
Sauk Prairie	Verona	
Seneca	Wabeno	
Seymour	Walworth County CDEB	
Sharon	Walworth J1	
Shawano-Gresham	Washburn	
Sheboygan	Washington	
Sheboygan Falls	Washington-Caldwell	
Shell Lake	Waterford Graded J1	
Shiocton	Waterford UHS	
Shorewood	Waterloo	
Shullsburg	Watertown	
Silver Lake J1	Waukesha	
Siren	Waunakee	
Slinger	Waupun	
Solon Springs	Wausau	
Somerset	Wautoma	
South Milwaukee	Webster	
Southwestern WI	West De Pere	
Sparta	West Salem	
Spencer	Westby	Almond-Bancroft

Districts NOT Responding to Survey

Arcadia	New Richmond
Argyle	North Lake
Baraboo	Northland Pines
Big Foot UHS	Onalaska
Bowler	Peshtigo
Butternut	Pewaukee
Cambria-Friesland	Plymouth
Chilton	Port Edwards
Clear Lake	Prentice
Cooperative Ed Serv Agcy 02	Random Lake
Cooperative Ed Serv Agcy 07	Richfield J1
Cooperative Ed Serv Agcy 08	Richmond Sch Dist
Eleva-Strum	Ripon
Elmbrook	Saint Croix Central
Elmwood	Saint Francis
Erin	Sevastopol
Fontana J8	South Shore
Fort Atkinson	Southern Door
Grafton	Spring Valley
Green Bay	Stockbridge-265
Herman #22	Tomahawk
Independence	Turtle Lake
Jefferson	Viroqua
Juda	Waupaca
Kettle Moraine	Wausaukee
Kickapoo	Wauwatosa
Kiel Area	Wauzeka-Steuben
Kohler	West Allis
Lake Country	West Bend
Lake Geneva J1	Whitefish Bay
Lake Geneva-Genoa City	Wisconsin Rapids
Lake Mills	Wittenberg-Birnamwood
Lodi	
Luck	
Manawa	
Marathon Co CDEB	
Marshall	
Middleton-Cross Plains	
Mineral Point	
Mondovi	
Monona Grove	
Nekoosa	
New Holstein	

Appendix C

Program Completer Survey Participating Colleges and Universities

Maranatha Baptist
Marian College
University of Wisconsin La Crosse
Wisconsin Lutheran College
Lakeland College
Mount Mary College
University of Wisconsin Stevens Point
Mount Senario College
University of Wisconsin Platteville
University of Wisconsin Oshkosh
Marquette University
University of Wisconsin Green Bay
University of Wisconsin Madison
University of Wisconsin Milwaukee

Appendix D

Program Completer Survey

1.) Are you currently employed?

- A. Yes Please continue to number 2.
B. No If no, please explain briefly why.

2.) What certification(s) do you hold?

<u>Elementary</u>	<u>Middle/High School</u>	<u>Special Fields</u>	<u>Special Education</u>	<u>Administrators</u>
Early Ch/Kinder	Physics	Agriculture	Cognitive Dis.	Curric Director
Elementary	Biology	Art	Emotional Dis.	Dir of Sp Ed
Other	Chemistry	Business Ed	Learning Dis.	EI Principal
	Social Studies	Technology Ed	PT/OT	MS Principal
<u>Specialized</u>	Earth Science	Family/Con Ed	Early Childhood: EEN	HS Principal
ESL/Bilingual	English/Language Arts	Music	Cross Categorical	Superintendent
Foreign Language	General Science	Phys. Ed	Deaf/Hearing Imp.	Other
Library/ Media	Journalism/Speech	Other	Visually Imp.	
Reading Specialist	Mathematics		Speech/Lang. Path.	
Reading Teacher	Other		Other	
School Counselor				
School Nurse				
School Psychologist				
School Social Worker				
Other				

3.) Are you teaching?

- A. Yes Please continue to number 4 and complete the survey.
B. No If no, please explain briefly why and return the survey.

4.) What subject area(s) are you teaching?

<u>Elementary</u>	<u>Middle/High School</u>	<u>Special Fields</u>	<u>Special Education</u>	<u>Administrators</u>
Early Ch/Kinder	Physics	Agriculture	Cognitive Dis.	Curric Director
Elementary	Biology	Art	Emotional Dis.	Dir of Sp Ed
Other	Chemistry	Business Ed	Learning Dis.	EI Principal
	Social Studies	Technology Ed	PT/OT	MS Principal
<u>Specialized</u>	Earth Science	Family/Con Ed	Early Childhood: EEN	HS Principal
ESL/Bilingual	English/Language Arts	Music	Cross Categorical	Superintendent
Foreign Language	General Science	Phys. Ed	Deaf/Hearing Imp.	Other
Library/ Media	Journalism/Speech	Other	Visually Imp.	
Reading Specialist	Mathematics		Speech/Lang. Path.	
Reading Teacher	Other		Other	
School Counselor				
School Nurse				
School Psychologist				
School Social Worker				
Other				

5.) What grade do you teach?

Early Childhood/Kindergarten
Grade 1 2 3 4 5 6 7 8 9 10 11 12

6.) Are you employed

- Part-time
- Full-time
- Substitute

7.) Name of District where you are employed:

8.) Name of school where you are employed:

